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ABSTRACT

Designed for teachers of students in grades 1-12, this document provides an overview of program content and objectives for the 1981 Alberta social studies curriculum. Minimum expectations regarding core and elective components, evaluation, and time allocations are briefly described and the status and availability of various learning resources are outlined. The remainder of the document describes in greater detail the core of the prescribed social studies curriculum. Arranged by grade level and presented in chart format, the curriculum is organized around three major components: topics, social issues and competing values, and objectives. Objectives are further subdivided into values objectives, knowledge objectives, and skill objectives. While topics might pertain to a time period, a geographic region, a culture, or a system of human organization in general, 60 percent of the total prescribed content is devoted to Canadian studies. Unit topics include the following: families (grade 1); planning neighborhoods and local communities (grade 2); lifestyles in other times and places (grade 3); Alberta's natural and human resources and links with the world (grade 4); the exploration, settlement, and development of Canada and relations with the United States (grade 5); meeting human needs (grade 6); people and their culture (grade 7); people and their institutions (grade 8); technology (grade 9); participatory citizenship (grade 10); and global issues (grades 11 and 12). (LH)

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1981 Alberta Social Studies Curriculum

Alberta Education

Curriculum Branch

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NOTE: It is recognized that specific inadequacies and imbalances may continue to exist in Alberta social studies after mandatory implementation begins in Fall 1981, and that minor revisions to curriculum content and objectives may continue to be required on an annual or biannual basis.

To facilitate this process of incremental development, it is hoped that Alberta educators will continue to provide the same outstanding quality of feedback regarding the master curriculum, prescribed resources and support materials that has taken place during the past several years. Assessments will be received with gratitude by Alberta Education staff in the Curriculum Branch and Regional Offices.

CONTENTS

I SOCIAL STUDIES DEFINED 1

II MAJOR COMPONENTS OF THE 1981 SOCIAL STUDIES CURRICULUM 1

III MINIMUM EXPECTATIONS 9

IV LEARNING RESOURCES 10

V SUMMARY 11

GRADE ONE — FAMILIES
- Topic A: Me As An Individual 14
- Topic B: Me in My Family 16
- Topic C: Canadian Families 18

GRADE TWO — PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES
- Topic A: Exploring My Own Neighborhood 20
- Topic B: Canadian Communities Today 22
- Topic C: Neighborhoods Around the World 24

GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES
- Topic A: Interdependence of Communities in Canada Today 26
- Topic B: Lifestyles of Canadians in Other Times 28
- Topic C: Lifestyles in Culturally Distinctive Communities 30

GRADE FOUR — ALBERTA, OUR PROVINCE
- Topic A: Alberta, Past, Present and Future: Our Natural Resources 34
- Topic B: Alberta, Past, Present and Future: Our Human Resources 36
- Topic C: Alberta's Links With Canada and the World 38

GRADE FIVE — CANADA, OUR COUNTRY
- Topic A: Canada: Exploration and Settlement 40
- Topic B: Canada: Industrial Development From Region to Region 42
- Topic C: Canada's Nearest Neighbor: The United States 44

GRADE SIX — MEETING HUMAN NEEDS
- Topic A: How People in Earlier Times Met Their Needs 46
- Topic B: How People in Eastern Societies Meet Their Needs Today 48
- Topic C: Meeting Needs Through Local, Provincial and Federal Government 50

GRADE SEVEN — PEOPLE AND THEIR CULTURE
- Topic A: Defining Culture: An Introduction 54
- Topic B: Case Studies of Non-Industrial Societies 56
- Topic C: Canada: A Multicultural Society 58

GRADE EIGHT — PEOPLE AND THEIR INSTITUTIONS
- Topic A: Canada: Development of a Nation 60
- Topic B: Canada: Development of the Individual and Institutions 62
- Topic C: Nationhood and Citizenship in Asia and Africa 64

GRADE NINE — PEOPLE AND THEIR TECHNOLOGY
- Topic A: Selected Market Economies 66
- Topic B: Selected Centrally Planned Economies 68
- Topic C: Industrialization in Canada 70

GRADE TEN — PARTICIPATORY CITIZENSHIP
Topic A: Human Rights in Canada 74
Topic B: Canadian Unity 76
Topic C: Canada and the World 78

GRADE ELEVEN — GLOBAL ISSUES
Topic A: Patterns of Change: Case Studies From the Past 80
Topic B: Global Problems of Population and Resource Distribution 82

GRADE TWELVE — GLOBAL ISSUES
Topic A: Political and Economic Systems 84
Topic B: Co-operation and Conflict Among States 86

I SOCIAL STUDIES DEFINED

Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern.

The social issues that form the basis of the 1981 Alberta Social Studies Curriculum exist in the political, economic and socio-cultural life of the local community, the province, the nation and the world. They have been selected to acknowledge that the real world is neither "all good" nor "all bad" and that human achievements, enterprise, and ingenuity represent a significant, though not total, dimension of social reality.

A. History, Geography, and the Social Sciences

History, geography, and the social sciences provide the content for inquiry into social issues. These disciplines enable students to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of the human experience. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

B. Citizenship

Effective citizenship is the ultimate goal of social studies. The value, knowledge, and skill objectives of the Alberta Social Studies Curriculum are designed to help students develop intellectual independence, moral maturity and more effective involvement in the political, economic and social affairs of their communities. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

II MAJOR COMPONENTS OF THE 1981 SOCIAL STUDIES CURRICULUM

The Alberta Social Studies Curriculum is organized according to three major components:

- Topics
- Social Issues and Competing Values
- Objectives

A. Topics

1. Definition

Topics define the context for inquiry into social issues. A "topic" might pertain to a time period, a geographic region, a culture, or a system of human organization. Three topics per grade are prescribed for Grades 1 to 10, and two per grade for Grades 11 and 12. Topics have been selected to acknowledge the following criteria:

- *The stages of development and interests of students.*
- *Learning and teaching resources presently available in schools.*
- *Concerns of particular prominence at the present time, for example those relating to human rights, the natural environment, and the marketplace.*
- *At least some attention to all global regions*
- *A balance of past/present/future time dimensions*
- *A broad spectrum of Canadian Studies.*

Regarding the latter criterion, the Alberta Social Studies Curriculum recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country's history, geography, government, and economy. The allocation to Canadian Studies in the 1981 Alberta curriculum represents about 60% of the total prescribed content.

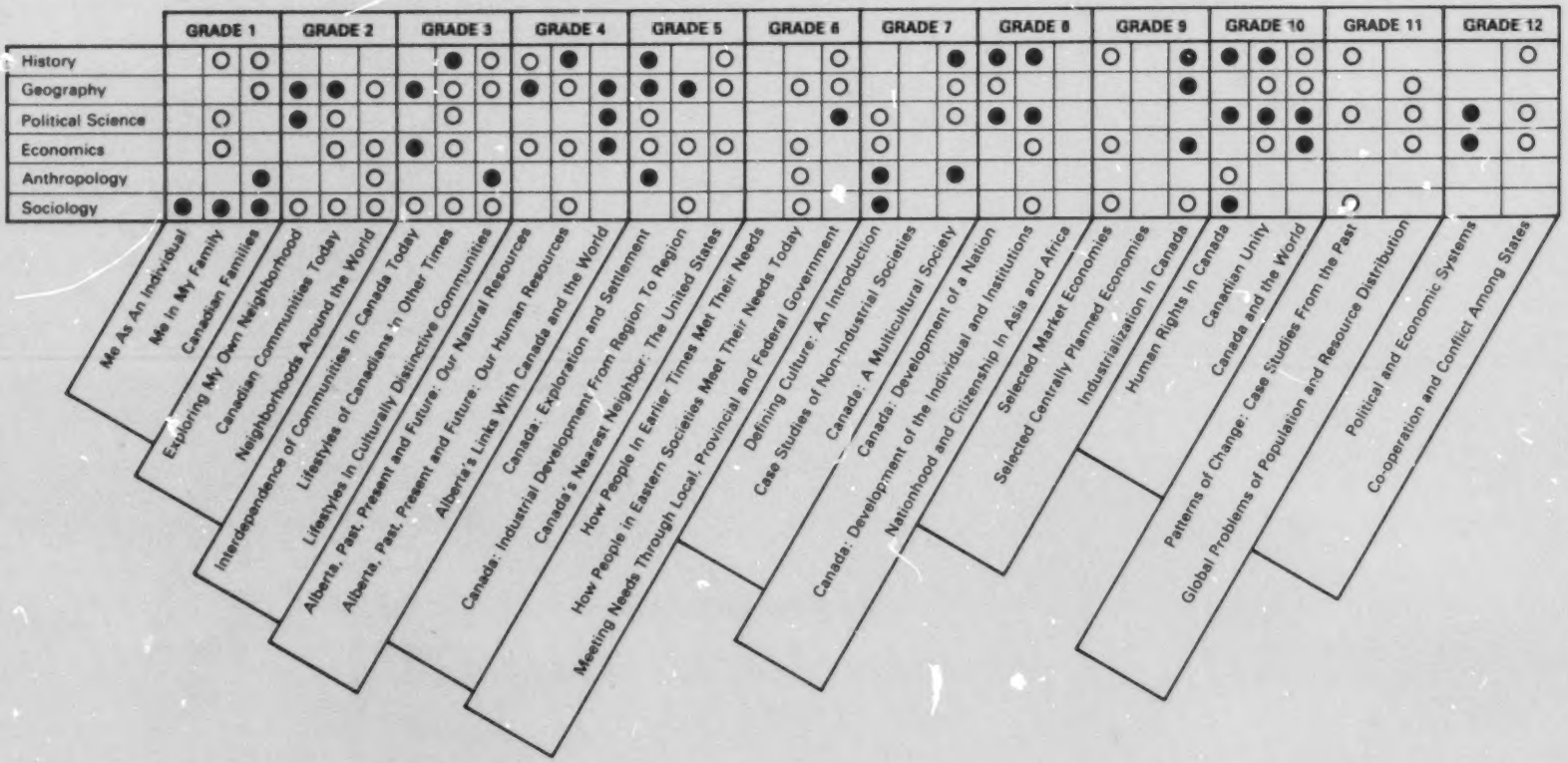
2. Sequence of Prescribed Topics

At some grade levels (e.g., Grades 1 and 7) it is important that topics be taught according to the sequence in which they appear in this guide. However, an attempt has been made to ensure that topics are independent of each other where possible, and the suggested sequence can for the most part be altered without causing undue interference to prescribed objectives.

3. Overview of Canadian Studies and Global Studies

The following charts provide a brief overview of the attention given to Canadian Studies and Global Studies in the Alberta curriculum. Teachers should find these charts helpful in avoiding overlap, particularly when planning the elective portions of their instruction.

SCOPE AND SEQUENCE
OF CANADIAN HISTORY, GEOGRAPHY AND SOCIAL SCIENCES
IN THE ALBERTA SOCIAL STUDIES CURRICULUM



● denotes major emphasis

○ denotes minor (or, in some cases, optional) emphasis

SCOPE AND SEQUENCE OF GLOBAL STUDIES THEMES IN THE ALBERTA SOCIAL STUDIES CURRICULUM

COUNTRY/REGION	TOPIC	THEME	
Africa	8C	— Development of nationhood	●
	11B	— Problems of production and distribution of resources	○
Australia/ New Zealand	7B	— Aborigines of Central Australia	○
	10C	— Membership in the Commonwealth	○
Central and South America	2C	— Mexico	○
	6A	— Pre-Columbian America (Aztecs, Mayans)	○
	9B	— Centrally planned economy	○
	11B	— Problems of production and distribution of resources	○
	12A	— Political and economic systems	○
China and South East Asia	6B	— Modernization and tradition	●
	7B	— Tasaday	○
	8C	— Development of nationhood	○
	11B	— Problems of production and distribution of resources	○
Eastern Europe	5A	— Source of Canadian immigrants	○
	11B	— Problems of production and distribution of resources	○
Great Britain	8A	— Influence on Canadian political institutions	●
	9A	— Processes of industrialization in the 18th and 19th centuries	●
	11A	— Growth of Parliament	○
	12A	— Political and economic systems	○
	12B	— Role in international affairs	○
Indian Sub-Continent	8C	— Development of nationhood	○
	11B	— Problems of production and distribution of resources	○
Japan	2C	— Community life in Osaka	○
	8C	— Development of nationhood	○
	9A	— Industrialization since World War II	○
	11B	— Problems of production and distribution of resources	○
	12A	— Political and economic systems	○
Middle East	2C	— Nomadic communities of Saudi Arabia	○
	3C	— Kibbutz in Israel	○
	9B	— Centrally planned economies in Arab States	○
	11B	— Problems of production and distribution of resources	○
North Africa	2C	— Ibadan community	○
	6A	— Ancient Egypt	○
United States	5C	— Overview of history and/or geography	●
	8A	— Influence on Canadian political institutions	○
	9A	— Development of a market economy	○
	10C	— Relationships with Canada	○
	12A	— Political and economic systems	●
	12B	— Role in international affairs	●
U.S.S.R.	9B	— Centrally planned economy	●
	12A	— Political and economic systems	●
	12B	— Role in international affairs	●
Western Europe	2C	— Venice, Italy	○
	6A	— Ancient Greece, Rome	○
	8A	— France — Influence on Canadian political institutions	○
	11A	— Renaissance, Reformation, French Revolution	●
		— Scientific Revolution, Growth of Nationalism	○
	12B	— Twentieth century history	●

● denotes a major focus for the prescribed topic
○ denotes a supporting (or, in some cases, optional) focus for the prescribed topic

B. Social Issues and Competing Values

1. Definition

Significant social issues provide the basis for student inquiry in Alberta social studies. Social issues have several distinguishing features, including:

- *They reflect disagreements about significant social concerns which confront citizens in everyday public life.*
- *They contain a value dimension and reflect a conflict between competing values. Teachers and students will find that choosing between competing values is a complex operation that frequently cannot be reduced to an "either/or" situation. It will be necessary for teachers to assist students to examine the social issue from different points of view, to identify competing values and to understand some of the complexities that they manifest.*
- *They subsume a variety of factual, definitional, and policy elements. For example, as an approach to researching the social issue, "Should the Inuit change under the influence of modern technology?", the following elements could be investigated:*

  Factual:
  How has technology affected the Inuit way of life?

  Definitional:
  What do we mean by "progress"?

  Policy:
  What government policies could be created to implement the decision on the social issue?

2. What is Prescribed?

One social issue per curriculum topic is prescribed for inquiry. Issues and competing values are stated in a form that should provide a focus for teacher planning and student inquiry. So long as the intent and meaning of the issue are preserved, teachers are encouraged to modify specific wording to suit their own preferences and those of their students.

C. Objectives of the 1981 Alberta Social Studies Curriculum

1. Interrelatedness of Objectives

The objectives of the 1981 Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity and effective participation in community affairs.

To ensure the development of these characteristics, the objectives of the social studies curriculum are organized around three types of objectives.

- VALUE OBJECTIVES: understanding of, and sensitivity to, the value positions of oneself and others, and the ability to resolve conflicts of competing values;
- KNOWLEDGE OBJECTIVES: the acquisition of significant ideas from the past (history) and the present (geography and the social sciences), as well as from relevant aspects of art, literature and music; and
- SKILL OBJECTIVES: specific competencies that are required to conduct research at all stages of the inquiry process and to participate purposefully with other people in democratic action.

As can be seen in the definitions that follow, and in specific statements of prescribed objectives for grade level topics, the three types of objectives are substantially interrelated and overlapping.

2. Value Objectives

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

For all topics in the Alberta Social Studies Curriculum, prescribed value objectives encompass three aspects of student development.

- **Development of understanding of distinctive human values**

  The Alberta Social Studies Curriculum accepts that values derive from all aspects of culture, and that schooling must demonstrate sensitivity to the values of community, parents and social institutions while assisting students to deal in positive ways with the value conflicts that exist in the "real world".

  To assist students to develop sensitive and personal interpretations of distinctive human values, value objectives for

curriculum topics at all grade levels have been designed to include the following types of understandings:

- *identification of human values as expressed in goals, attitudes, interests, feelings, beliefs and activities;*
- *definitions that can be applied to specific values;*
- *descriptions of human behaviours that reflect specific values.*

- **Development of competencies in processes of value analysis, decision-making, and moral reasoning**

If people are to acquire the qualities of intellectual independence and moral maturity that characterize effective citizenship, they must be provided opportunities to analyze values critically, choose carefully from alternatives, and reflect on the implications of their choices beyond the personal and the immediate.

Specific competencies that are involved may be viewed as critical thinking skills which students develop and apply within the context of the social issue and their own lives. Students are assisted in developing these skills by being provided the following types of experiences:

- *Value analysis, including consideration of the value priorities of self and others; reflections upon value conflicts, competing courses of action, and alternative consequences of actions; distinguishing between factual and value claims; and identifying logical inconsistencies.*
- *Decision-making, by rank-ordering sets of values, and choosing between alternative positions in accordance with personal values.*
- *Moral reasoning about the broader implications of a chosen solution or planned action by applying such specific tests as:*
  - *Role Exchange Test (Are you willing to exchange places with the person(s) involved in a particular situation?)*
  - *New Cases Test (Does the value principle underlying your choice apply equally well to similar relevant cases?)*
  - *Universal Consequences Test (What would happen if everyone did that? How would you like it if everyone did that? Are you willing to allow anyone else in similar circumstances to do the same thing?)*
  - *Subsumption Test (Can you accept a higher order value principle upon which your choice is based?)*[1] *(**Note:** such higher order principles as survival of mankind, human dignity and justice may often be applied to a chosen solution or planned action to determine consistency within one's world view.)*

- **Development of positive attitudes towards self, others and the environment**

Some of the ways that students can be assisted to develop positive attitudes include participation in special experiences (e.g., celebrations), development of confident and trusting relationships in the classroom, and learning in a free and open inquiry atmosphere. The following provide the framework for specific attitudinal objectives that are prescribed for curriculum topics:

- *An attitude toward oneself as someone who is significant, is capable of becoming an effective citizen, and is responsible for personal and social development.*
- *An attitude toward others of empathy, respect and concern, and appreciation for the contributions of others to one's own welfare.*
- *An attitude of commitment toward intellectual processes of inquiry. Such an attitude includes demonstration of skepticism, objectivity, tolerance for ambiguity, open-mindedness, tentativeness of interpretations, and respect for evidence.*
- *An attitude of sensitivity toward human and natural environments.*

3. Knowledge Objectives

To be an effective citizen, one needs to be informed. Only by knowing their world can people exercise even partial control of that world. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and

[1] Adapted from Coombs, J., Daniels, L., Wright, J., **PREJUDICE**. Toronto: The Ontario Institute for Studies in Education, 1978.

the skills to modify and extend their knowledge continuously.

- **The Role of the Disciplines**: The knowledge component of social studies objectives is drawn mainly from history, geography and the social sciences. History and geography, in particular, integrate much of human experience and provide an essential base for positive citizenship. Content and processes from economics, political science, sociology and anthropology can greatly increase our ability to understand and resolve contemporary social issues, however, and hence have been accorded significant emphasis in the design and development of the 1981 Alberta Social Studies Curriculum.
- **Facts**: Prescribed knowledge objectives for social studies topics encompass three levels of organization: facts, concepts, and generalizations. Prescribed concepts and generalizations tend to reflect broad human processes and relationships. Prescribed factual knowledge, by contrast, tends to be drawn directly from history, geography or the social science disciplines. Facts that are prescribed for grade level topics are identified within the structure of a question format entitled **Questions to Guide Inquiry**. In formulating the "Questions to Guide Inquiry" component of knowledge objectives for grade level topics, care has been taken to ensure that significant factual information will be attained by students, and a variety of levels of thinking processes encompassed.
- **Concepts**: Whereas facts refer to particular objects or events, concepts are more abstract and may be thought of as subsuming a number of objects or events that have common attributes. A total of five to seven concepts is prescribed for development for each curriculum topic. Prescribed concepts have been selected in accordance with the following criteria:
  - — they enable prescribed factual information to be assimilated and synthesized;
  - — they exist as significant ideas in history, geography or the social sciences, and have application in a number of disciplines;
  - — they are appropriate to the definition of citizenship that underlies the Alberta Social Studies Curriculum, and the processes of active citizenship that the curriculum promotes.
- **Generalizations**: Generalizations are significant statements that may have exceptions but generally hold true. They provide the means by which facts and concepts can be accumulated in an organized and systematic way, and in so doing, act as vehicles by which new but similar situations can be understood.

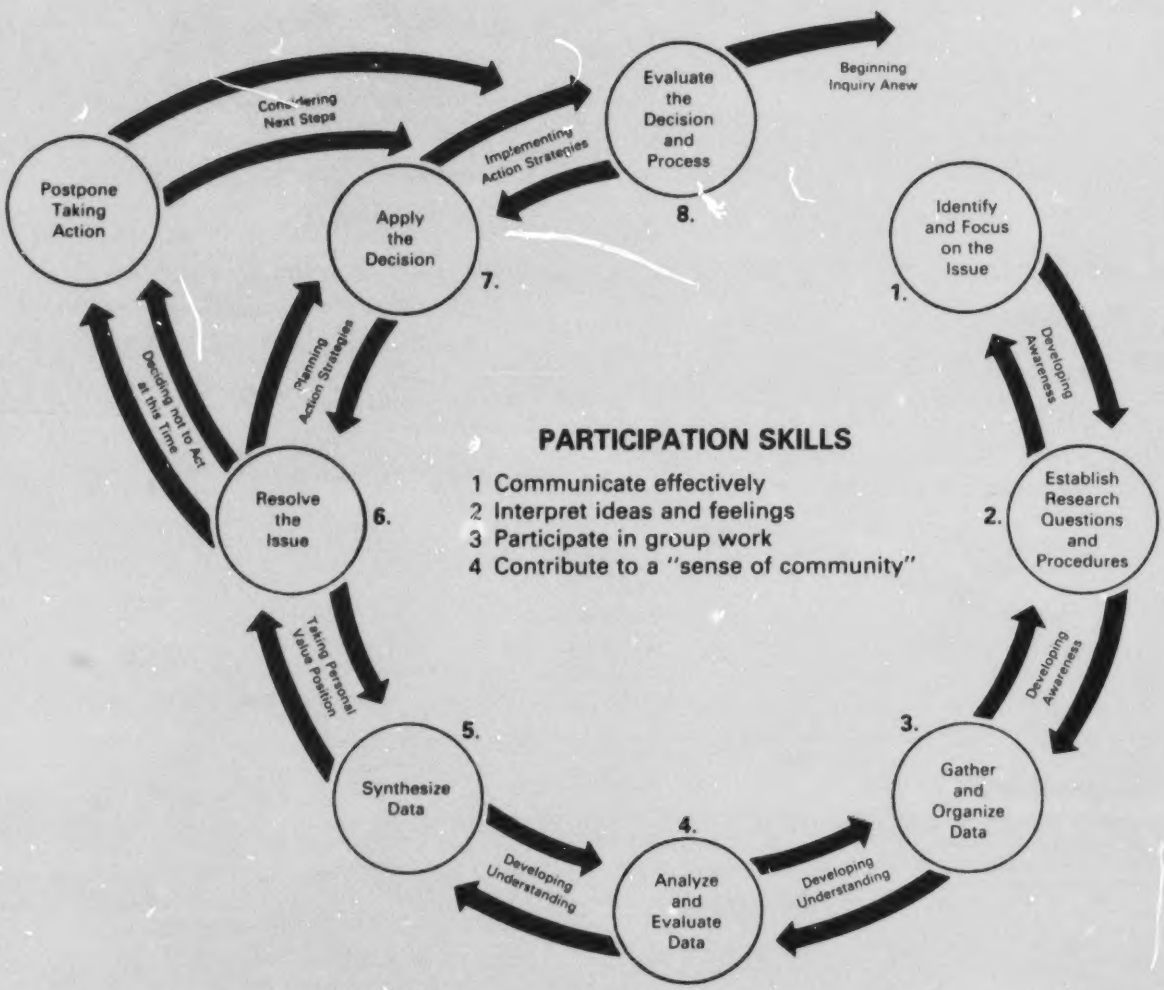
  The process of developing, testing and substantiating (or falsifying) generalizations is amongst the most important qualities of true inquiry. The Alberta Social Studies Curriculum emphasizes the place of generalizations in the structure of knowledge, and the importance of students developing their own generalizations from concepts and factual information.

4. Skill Objectives

Skill objectives for the Alberta Social Studies Curriculum include both inquiry and participation skills. Inquiry skills encompass eight "areas" of research, representing the major steps in a generalized model of social inquiry. This model (See Figure I) can be expanded or modified in numerous creative ways to suit specific topics, disciplinary emphases, resources and student maturity. Participation skills comprise four "areas" of skills and can be developed throughout the process of inquiry.

Within each topic, some skill areas are emphasized (those in standard type). Skills listed in italics may be given less emphasis for that topic. It should be noted that each area of skill objectives is prescribed for emphasis at least once for each grade. It should also be noted that the three inquiry skill "areas" of gathering and organizing data, analyzing and evaluating data, and synthesizing data are emphasized for all topics at all grade levels. Teachers will frequently find that the range of prescribed skills is too narrow to enable the prescribed issue to be researched comprehensively, and are encouraged to incorporate additional specific skills from the master list on page 8.

Figure I
A PROCESS FOR SOCIAL INQUIRY



INTERPRETATION OF FIGURE I

The system of two-way arrows indicates that progress through the process of inquiry is not lock-step. During inquiry, as an issue takes on a new perspective, students will frequently find it necessary to "double back" to steps covered previously. Social studies students, like researchers and citizens intent on resolving social problems, should be guided by a purposeful and systematic approach to problem-solving while allowing for deviations in procedures on the basis of intuition, dead-ends and such realities as schedules and available resources.

INQUIRY SKILLS

Skill Area One: IDENTIFY AND FOCUS ON THE ISSUE

- — Identify the elements of the social issue (e.g., value, factual, definitional, policy elements and competing values)
- — Describe the social issue in terms meaningful to students
- — Paraphrase the issue from different sources, or expressions of opinion

Skill Area Two: FORMULATE RESEARCH QUESTIONS

- — Hypothesize possible solutions
- — Formulate appropriate research questions to guide information gathering
- — Select appropriate techniques and resources for research

Skill Area Three: GATHER AND ORGANIZE DATA

- — Read and interpret
  - print materials (contemporary and historical)
  - maps and globes
  - graphs
  - tables
  - charts and timelines
- — Interview
- — Survey
- — Observe and listen to:
  - individuals and groups of people
  - audiovisual materials
- — Conduct participant observation
- — Record by
  - outlining
  - paraphrasing
  - tabulating
  - mapping
  - charting (retrieval, etc.)
  - diagramming
  - sketching and painting
  - graphing
  - note making

Skill Area Four: ANALYZE AND EVALUATE DATA

- — Categorize data
- — Compare and contrast data
- — Explain discrepancies in viewpoints, positions and arguments
- — Evaluate bias and emotionalism, subjectivity and objectivity
- — Infer reasons for varying perspectives
- — Discriminate relevant from irrelevant data

Skill Area Five: SYNTHESIZE DATA

- — Develop concepts
- — Formulate generalizations
- — Relate causes and effects
- — Summarize information

Skill Area Six: RESOLVE THE ISSUE

- — Formulate alternative solutions
- — Analyze values underlying each alternative
- — Predict the consequences of each alternative
- — Evaluate alternatives and make a policy decision based on:
  - adequacy of supporting evidence
  - logical consistency of arguments
  - priority of personal values
  - priority of social values

Skill Area Seven: APPLY THE DECISION

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, ***social action is not prescribed but is encouraged where possible, given the above cautions.***

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not prescribe social action strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta Social Studies Curriculum, they should:

- — Consider the feasibility and desirability of applying the decision in some form of action;

— Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process). In particular, students should be encouraged to regard their school as a real and viable social institution and to find ways to improve school life.

— Apply the plan (if feasible and desirable)
  - in the classroom
  - in the school
  - in the broader community

Skill Area Eight: EVALUATE THE DECISION, THE PROCESS AND (where pertinent) THE ACTION

— Judge the worthwhileness of the consequences of the decision
  - to self
  - to others

— Examine the appropriateness of the action

— Assess the suitability of the process to the issue and resources

— Decide whether to culminate inquiry, or to continue it

PARTICIPATION SKILLS

In a complex, democratic society it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. Working together depends upon competence in several kinds of skills, including those outlined below.

Skill Area One: COMMUNICATE EFFECTIVELY

— Express ideas clearly and succinctly, orally and in writing

— Support ideas logically

— Adapt a communication on the basis of
  - size of audience (e.g., individual, small group, class or community)
  - age of audience
  - purpose of message (e.g., formal or informal)

Skill Area Two: INTERPRET IDEAS AND FEELINGS OF SELF AND OTHERS

— Listen to the expression of ideas and feelings of others

— Understand and empathize with the dilemmas and decisions of others

— Interpret feelings from verbal and non-verbal cues

Skill Area Three: PARTICIPATE IN GROUP WORK AND DECISION-MAKING

— Choose an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure

— Apply alternate roles as leader or follower in a group

— Prepare a position in understandable and persuasive terms

— Organize activities to promote group goals

— Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus

— Provide support in furthering group goals

Skill Area Four: CONTRIBUTE TO A "SENSE OF COMMUNITY"

— Demonstrate a sense of sharing of group goals and aspirations

— Assist in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust

— Take steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both in and outside the classroom.

III MINIMUM EXPECTATIONS

A. Core/Elective Components

Like other subjects in Alberta schools, social studies has core and elective components.

The mandatory core comprises 75% of the program and is represented by the 34 topics and statements of objectives listed on pages 13 to 87. The elective portion occupies 25% of the program. Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

Though elective topics can be extensions of core topics, teachers should study the scope and sequence charts on pages 2 and 3 to ensure that unproductive overlap of topics is avoided.

B. Evaluation

For the Alberta Social Studies Curriculum, evaluation is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, pupil achievement, and instructional resources.

Evaluation is important during all phases of planning and instruction. It should begin with diagnosis of student needs, and include consideration of ways that prescribed resources and support materials can be used to advantage in inquiry. Formative evaluation, undertaken throughout the instruction phase, determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of inquiry into each prescribed topic. Usually its purpose is to assign a grade, assess the degree of overall success in meeting learning objectives, and estimate the suitability of prescribed and support materials as they relate to personal teaching style and aspirations for professional growth.

In social studies:

1. Evaluation should be a continuous process.

2. Evaluation should encompass the full range of social studies objectives.

3. Evaluation of selected objectives should be a co-operative process involving students and teachers.

4. Evaluation should comply with local accreditation policies.

5. Evaluation should include a variety of techniques for obtaining information, e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments.

6. Proper records should be maintained to provide sufficient information for decision-making purposes.

7. Evaluation should enable judgments to be made about the relationship between personal teaching style, instructional resources and student achievement.

C. Time Allocations

In grades one to ten, three topics per grade are prescribed for inquiry. In grades eleven and twelve, two topics per grade are prescribed. A minimum of eight weeks class time (four weeks if semestered) should be devoted to each topic at all grade levels. Time to be allocated to social studies in the elementary grades is not prescribed. However, teachers may be guided by the **average time per week** as outlined in *A Summary of Scheduled Instruction Times for Prescribed Subjects in Alberta Elementary Schools 1978-79.* These are as follows:

Grade One	124 minutes
Grade Two	138 minutes
Grade Three	150 minutes
Grade Four	171 minutes
Grade Five	181 minutes
Grade Six	134 minutes

Junior High School students are required to receive a minimum of 100 hours instruction a year in social studies. Senior High School students are required to receive a minimum of 125 hours instruction for each five credit course in social studies. The *Junior/Senior High School Handbook* provides additional information on time allocations.

IV LEARNING RESOURCES

A. Learning Resources Selected by Alberta Education

1. Prescribed Learning Resources:

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch:

— *Alberta School Book Branch Catalogue*

— *Social Studies Learning Resources for Elementary Schools*

— *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

2. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the Alberta School Book Branch.

3. Support Materials

A variety of support materials prepared by Alberta educators, and approved by Alberta Education, is available to assist social studies teachers in the implementation of the 1981 Alberta Social Studies Curriculum. While these resources do not necessarily address the full scope of objectives for topics, and may require modification to suit the needs of individual students, classes, and communities, it is anticipated that they will provide substantial assistance in communicating the intents of the 1981 curriculum.

— SOCIAL STUDIES TEACHING UNITS

For each grade level, one detailed teaching unit is presently available from the Alberta School Book Branch. Units address grade level topic objectives with substantial fidelity and are designed to make maximum use of prescribed resource materials. Where prescribed resources for a topic have not been identified, the teaching unit is relatively self-contained.

— MONOGRAPHS

A Handbook for Unit Planners, the first monograph on topics of special significance to social studies teachers in Alberta, is available from the Alberta School Book Branch. A second monograph, *Teaching the Elective Portion of the Social Studies Program,* is being developed. Others will be designed as new instructional needs emerge.

— ALBERTA HERITAGE LEARNING RESOURCES

These resources include:

Kanata Kits, sixteen multi-media learning packages designed to integrate curriculum objectives and content with processes of inquiry appropriate to the Alberta Social Studies Curriculum;

Junior Atlas of Alberta, designed to introduce upper elementary students to the human and physical geography of Alberta;

Relief Map of Alberta;

Books for Young Readers, designed to provide both background source material and a variety of enrichment experiences for the upper elementary program.

Western Canadian Literature for Youth, anthologies of readings designed to promote appreciation of Western Canadian literature and social history;

Canadian Literature for Senior Students and Adults, a series of books designed to provide enrichment experiences in relation to Canadian literature.

B. Learning Resources Selected at the Local Level

Learning resources approved by Alberta Education will frequently be supplemented by materials selected at the local level. Legally, such materials must be approved by the school board, under authority delegated to boards by the Minister of Education pursuant to Section 12(2)b of **The School Act**. Also, many incidental materials are used by teachers because of their topical relevance. In such cases, teachers must exercise sound professional judgment, since they could be held accountable for an injudicious choice.

V. SUMMARY

Social studies has been defined as the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. The preceding pages have provided an overview of program content and objectives for the 1981 Alberta Social Studies Curriculum. Minimum expectations regarding core and elective components, evaluation and time allocations have been described briefly, and the status and availability of various learning resources have been outlined.

The following pages describe in greater detail the core (75%) of the social studies curriculum which is prescribed for instruction.

Grade One: Families

Grade Two: Planning Neighborhoods and Local Communities

Grade Three: Lifestyles in Other Times and Places

GRADE ONE
FAMILIES

TOPIC A: ME AS AN INDIVIDUAL

This topic will provide opportunities for students to become aware of how they are like others physically, emotionally and socially, as well as some of the ways in which they are unique individuals.

In some ways people are unique and have no choice about the degree to which they are like others. In other ways, such as the manner in which emotions are expressed, people do have a choice. In such instances students should explore the issue "Should I be like others?"

Competing Values and Social Issue

Group Acceptance/Independence
Should I be like others?
Examples: a) when deciding how to have my hair cut . . . (physical me)
b) when deciding how to express my feelings . . . (emotional me)
c) when working and playing . . . (social me)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify feelings and emotions which underlie the actions of self and others. — *When do you feel happy? Nervous? Lonely? Sad? Afraid? Do other people have feelings too?* 2. Describe physical, emotional and social actions which indicate preference for the values of group acceptance and independence. — *What are some things that we do in order to be like others (physically, emotionally, and socially)? What are some things that we do in order to show that we can do things by ourselves?* **2. Develop Competencies** 1. In moral reasoning, by assessing an action in terms of its consequences to self and others. — *If you carry out your plan of action what will be the results for you? For other people? Do you like these results? Are you happy with the decision that you made?*	**1. Generalization** Each person has some needs and characteristics that are unique and others that are common to all people. An individual's self-concept affects the way in which each person thinks and acts. **2. Concepts** 1. Me 2. Others 3. Needs 4. Like 5. Different	**1. Develop Inquiry Skills** 1. *Focus on the social issue by discussing it with the class.* 2. *Establish research questions such as "How are we all the same? How am I different from others?"* 3. Gather and organize data by — observing and listening for information about physical, social and emotional characteristics. — recording information on personal growth patterns by putting a series of photos/pictures in sequence on a chart. 4. Analyze and evaluate data by comparing and contrasting points of view in a class discussion about ways in which individuals are similar and different. 5. Synthesize data by — listing and grouping examples and non-examples in order to develop concepts such as "needs". — formulating a generalization about similarities and differences among human beings.

3. Develop Attitudes

1. Of self-worth, by forming positive feelings about the human body and its functions.
2. Of empathy for others, by recognizing that everyone has feelings and emotions.
3. Of appreciation of others, by recognizing the importance of family members and friends in helping each other.

3. Questions to Guide Inquiry

1. How am I the same as others (physically, emotionally, and socially)?
2. How am I different from others (physically, emotionally, and socially)?
3. What do I do with my leisure time?
4. What things do I do best? How do I feel about myself when I've done my best?
5. How do I choose my friends?
6. How do I help others?
7. How do I show others I care?

6. *Resolve the issue by evaluating alternatives about when to be like others and when to be different.*
7. Apply the decision by considering ways and means of changing some aspect of one's physical, social or emotional self, if this is deemed desirable.
8. *Evaluate the process of inquiry by considering what one learned about oneself and others.*

2. Develop Participation Skills

1. Communicate effectively by expressing ideas orally and pictorially about physical, social and emotional self.
2. Interpret one's own feelings by identifying situations that make one feel sad, happy, angry, etc.
3. *Participate in group work and decision-making.*
4. *Contribute to a "sense of community" by assisting other students in completing assigned tasks.*

TOPIC B: ME IN MY FAMILY

This topic provides opportunities for students to inquire into situations that family members encounter because of the multiple roles they play in satisfying needs and wants. The different types of family structures that exist in our society — such as nuclear, extended, single parent, and foster parent — should be considered in planning and teaching this unit. Adaptations that result from changes in family structure or roles should also be explored. Because of the nature of the content, this topic must be treated with particular sensitivity.

Competing Values and Social Issue

Equal Treatment/Allowing for Differences
Should family members be treated alike?
Examples: a) when there is work to be done
b) when physical well-being is of concern
c) when establishing family rules
d) if family circumstances change; e.g., if a new baby is born, or if the family has to move.

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe behaviours of family members which indicate equal treatment and which allow for differences. — *Are there some ways in which members of your family are treated in the same way? Are there some ways in which individual members of your family are treated differently?* **2. Develop Competencies** 1. In decision-making, by formulating alternative responses which reflect different value positions. — *Given a particular situation (e.g., when there is work to be done), how would work be shared in the family if that family believed strongly in treating people in the same way (equality)? How would work be shared if that family believed strongly in allowing for individual differences?*	**1. Generalization** All families have certain basic needs which may be satisfied in different ways, reflecting factors such as changing roles, responsibilities and family structures. **2. Concepts** 1. Family 2. Family structure 3. Needs 4. Wants 5. Responsibilities 6. Role	**1. Develop Inquiry Skills** 1. Focus on the issues by describing what the problem as presented in pictorial or dramatic form appears to be. 2. Formulate research questions and procedures by discussing and recording suggestions about how information on family roles, responsibilities and structures might be found. 3. Gather and organize data by — observing and listening to audiovisual materials. — interviewing each other in pairs, using questions provided by the teacher, to get information on roles and responsibilities in various families. — recording information on family structures and roles in a sketch of one's own family. 4. Analyze and evaluate data by sorting into groups pictures depicting similar family structures.

3. **Develop Attitudes**
   1. Of self-worth, by recognizing that children can assume important responsibilities.
      — *What are some household chores with which you can help?*
   2. Of appreciation of others, by recognizing the efforts of other family members in fulfilling their roles and responsibilities within the family.
      — *Can you think of a nice way of thanking other family members for something they have done for the family, without them catching you doing it?*

3. **Questions to Guide Inquiry**
   1. What are some different types of family structures?
   2. What are some roles and responsibilities of family members?
   3. What are a family's basic needs?
   4. What are the differences between needs and wants?
   5. How could changes in family structure affect the roles and responsibilities of family members?

   5. Synthesize data by selecting examples and non-examples of families from pictures of groups of people, and identifying necessary criteria for a family.
   6. *Resolve the issue by deciding upon a distribution of responsibilities that would be fair to everyone in the family.*
   7. *Apply the decision about how work should be shared by discussing it with parent(s).*
   8. *Evaluate the decision in terms of how it would affect family members, and whether this would be beneficial from others' perspectives.*

2. **Develop Participation Skills**
   1. *Communicate effectively by expressing and supporting an opinion about roles and responsibilities of family members.*
   2. *Interpret ideas and feelings by discussing the dilemmas others face in managing family responsibilities.*
   3. Participate in group work by negotiating, under teacher direction, job distributions within the classroom that would be fair to everyone.
   4. Contribute to a "sense of community" by demonstrating a willingness to share ideas, materials and tasks.

GRADE ONE
FAMILIES

TOPIC C: CANADIAN FAMILIES

This topic provides students with their first formal orientation to Canada as a multicultural society. The common elements of family life should be explored, as well as the unique traditions of families with different cultural and ethnic backgrounds. The families to be studied should be chosen according to the interests of the teacher and students and according to the learning resources that are available.

Competing Values and Social Issue

Tradition/Adaptation
Should we encourage Canadian families to retain their traditional way of doing things?
Examples: a) language
b) food
c) clothing
d) special days/celebrations

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*

1. Develop Understanding of Values

1. Identify and describe ways in which families show that they value being like other Canadian families.
   — *What do different Canadian families have in common? What reasons do families have for doing things in the same way as other Canadians? What do these reasons tell us about what is important to them?*
2. Identify and describe ways in which families show that they consider the preservation of some cultural and ethnic traditions to be important.

2. Develop Competencies

1. In decision-making, by deciding whether or not Canadian families should be encouraged to retain traditional ways of doing things.
   — *Am I willing to experiment with a variety of foods from different cultural and ethnic traditions?*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

Although they meet many of their needs in the same ways as the majority of Canadian families, some Canadian families satisfy certain needs in ways that reflect their cultural and ethnic origins.

2. Concepts

1. Traditions
2. Customs
3. Celebrations
4. Sharing
5. Adaptation

3. Questions to Guide Inquiry

1. What are the cultural origins of my family?
2. What are the cultural origins of families selected for study?
3. Do most Canadian families have similar lifestyles? For example, do they eat similar foods? Do some Canadian families eat special foods related to their cultural origins?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. *Focus on the issue after examining similarities and differences among Canadian families.*
2. *Establish research questions and procedures by hypothesizing (making guesses) about ways in which Canadian families are the same and different in terms of cultural origins, foods eaten, etc.*
3. Gather and organize data by
   — observing and listening to audiovisual materials showing how Canadian families are the same or different.
   — recording on a map/globe the countries from which various families originated.
4. Analyze and evaluate data by explaining reasons for differences in views about retaining traditional ways of doing things.
5. Synthesize data by summarizing information about Canadian families and generalizing about similarities and differences.

— *How much variety would there be in a cookbook if it only included recipes for foods with which I am familiar and which I like? What would likely happen to me if I tried foods with which I was unfamiliar?*

3. **Develop Attitudes**
   1. Of appreciation for Canada's multicultural heritage, by participating in special cross-cultural activities at school or in the community.

4. What languages are spoken by members of selected Canadian families?
5. What jobs do members of Canadian families have inside and outside the home?
6. How do Canadian families have fun?
7. What special days and holidays do nearly all Canadian families observe? What special days are celebrated by some Canadian families because of their cultural origins?

6. Resolve the issue by discussing the question, "Should families be encouraged to retain traditional ways of doing things?"
7. *Apply the decision by considering how Canadian families could retain their traditions, or acquire those of other ethnic/cultural groups.*
8. Evaluate the process by deciding whether it would be fun to extend the study to include additional ethnic/cultural groups.

2. **Develop Participation Skills**
   1. *Communicate effectively by describing similarities and differences among the cultural and ethnic heritages of students in the class.*
   2. Interpret feelings of others by expressing how others feel about following cultural traditions.
   3. Participate in group decision-making by using majority rule as a means of reaching a class decision.
   4. *Contribute to a "sense of community" by assisting in group projects to demonstrate shared traditions in Canada, as well as some that are unique.*

TOPIC A: EXPLORING MY OWN NEIGHBORHOOD

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

This topic focuses on aspects of community life that are significant in the lives of young children. These include human and physical characteristics of the neighborhood, facilities and services available in neighborhoods, and some of the ways in which rules and laws are used to protect people's rights and freedoms. Rules and laws that are pertinent are those that may directly affect students' welfare, such as those pertaining to bicycle riding, behaviour in school, control of pets, construction sites, and riding on farm vehicles. Students should also assess what constitutes responsible behaviour in situations not covered by formal rules or regulations (e.g. behaviour on the neighborhood playground).
Note: Historical study of the local community will be done in Grade 3.

Competing Values and Social Issue

Personal Freedom/Social Orderliness and Safety
What rules should we have in our community?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify classroom, school and community rules that reflect a primary concern for safety. — *What are some examples of rules that we have mainly for safety?* 2. Identify classroom, school and community rules that reflect a primary concern for the rights of individuals. — *What are some examples of rules that we have mainly to protect individual rights (e.g., to express one's views in class; to protect one's own possessions)?* 3. Identify classroom, school and community rules that reflect a primary concern for social orderliness. — *What are some examples of rules that we have to ensure that things run smoothly (e.g., walk on the right side of the hall; limit of one or two library books at a time)?*	**1. Generalization** Life in a community is affected by the facilities and services that are available and by the ways in which people support the rules and laws of the community. **2. Concepts** 1. Community 2. Location 3. Services 4. Facilities 5. Rules 6. Laws **3. Questions to Guide Inquiry** 1. Where is my community located in relation to nearby communities and prominent landmarks? 2. Where is my community located in relation to other communities in Alberta and the rest of Canada? 3. What are the physical features of my community? What are the man-made features?	**1. Develop Inquiry Skills** 1. Focus on the issue by examining the values underlying particular rules in the classroom, school and community. 2. *Establish research questions by identifying and recording questions about the school/community which pertain to the issue.* 3. Gather data by — reading and interpreting simple maps to determine the relative location of objects in the classroom, school and/or community. — interviewing persons to whom specific rules apply. — obtaining and reading library resources that deal with rules in various social situations. 4. Analyze and evaluate data by — comparing points of view on the need for particular rules in the school or local community.

2. **Develop Competencies**

1. In moral reasoning, by assessing one's preferred rules in terms of their consequences for self and others. (Universal Consequences Test)
   - — *What rules should we have in our community? Is the rule good only for me? Is this a good rule for other children? For adults? What would happen if everybody followed the rule? Am I happy with those results? Do I still think the rule is a good one or should it be changed?*
2. In decision-making, by assessing one's preferred rules in terms of feasibility or practicality.
   - — *Is there a reason why people might not be able to follow this rule? Do most people follow this rule? Why or why not? If most people cannot or do not follow a rule, do I still think the rule is a good one or should it be changed?*

3. **Develop Attitudes**

1. Of positive self-concept, by viewing oneself as an effective citizen capable of examining classroom, school and community rules.
   - — *Is there anything I can do to show that I agree/disagree with a rule?*

4. What facilities and services are provided to meet the needs and interests of the people in my community?
5. What rules and laws apply in various places in my local community, such as on the streets, in school, in stores, on the playground, or on the farm?
6. Who made these rules or laws? Why do these people make the rules or laws?

   - — categorizing rules and laws according to where they apply in the local community (school, home, streets, playgrounds, etc.)
5. Synthesize data by
   - — formulating a generalization about the need for some rules in helping people to live and work together.
   - — considering the effects of "unfair" rules in new situations, e.g., games.
6. *Resolve the issue by formulating alternative solutions to issues involving rules.*
7. *Apply the decision by presenting a set of school or community rules, agreed on by the class, to other members of the school/community for their reaction.*
8. *Evaluate the decision by listing the positive and negative effects on self and others if the set of rules is acted upon.*

2. **Develop Participation Skills**

1. *Communicate effectively by expressing ideas clearly and succinctly when speaking to children/adults about school/community rules.*
2. *Interpret the reactions and feelings of others regarding a set of school/community rules agreed on by the class.*
3. Participate in group decision-making by contributing to a class discussion of when it is appropriate to use majority consent in classroom affairs.
4. Contribute to a "sense of community" by sharing in the development of a set of school/community rules that the majority find acceptable.

TOPIC B: CANADIAN COMMUNITIES TODAY

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

In this topic, students compare aspects of lifestyles in Canadian communities of different population densities. Types of communities to be studied should be selected from the following: an inner city community (e.g., highrise complex), a suburb, a rural town, an acreage development, a farming area with limited facilities, an isolated outpost. The students' own neighborhoods should be included as examples of the types of local communities studied for comparison purposes.

Competing Values and Social Issue

Privacy/Sociability
How should people in different Canadian communities use their "space"?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe situations in which people prefer privacy, and situations in which they prefer sociability or friendliness. — *If you wanted to be alone or apart from your neighbors, how could you do that in each of the communities studied?* — *If you wanted to be with your neighbors, how could you do that in each of the communities studied?* 2. Infer the relationships between various community characteristics and the values of privacy and sociability. — *How would you design a community for people who thought that privacy was really important?* — *How would you design a community for people who thought that being with their neighbors was really important?* — *How would you design a community for people who wished to be alone sometimes and with other people at other times?*	**1. Generalization** The population density of a community affects the lifestyles of the residents. **2. Concepts** 1. Lifestyle 2. Space 3. Population density (crowding) 4. Privacy 5. Friendliness	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying values in conflict in the construction of a new facility, e.g., highrise, school, playground, or shopping center.* 2. *Establish research questions by hypothesizing about the effects of population density on people's lives in different types of communities in Canada.* 3. Gather and organize data by — reading and interpreting simple references to find out how people's lives are affected by differing amounts of living space. — recording information on a class retrieval chart about selected Canadian communities. 4. Analyze and evaluate data by comparing written and visual information on selected Canadian communities and by explaining differences in lifestyles between communities that have different densities of population.

2. Develop Competencies

1. In value analysis, by classifying communities in terms of opportunities they provide for privacy and sociability.
   - *In which communities is it easiest to be sociable with neighbors? In which communities is it hardest?*
   - *In which communities is it easiest to be sociable with neighbors? In which communities is it hardest?*
2. In decision-making, by choosing between the conflicting values of privacy and sociability, and designing a community which reflects that choice.
   - *If you had to choose between a community in which people valued privacy and one in which people valued being sociable, which would you prefer? How would you design a community which best expresses how you feel about the importance of privacy and of being sociable? What could we do about our classroom community to reflect your value preference?*

3. Develop Attitudes

1. Of self-competence, in being able to apply what has been learned.
   - *We often build dreamworlds in our play. If you were to help design a community which reflected your preferences for being alone/with others, what characteristics would it have?*

3. Questions to Guide Inquiry

1. What is "population density"?
2. What are the different types of Canadian communities according to density of population?
3. What are the distinguishing characteristics of the different types of communities? How are they planned? How do they use space differently?
4. How does population density affect lifestyles in various Canadian communities? Are there activities that can be done in one type of community that cannot be done in others?
5. Synthesize data by drawing conclusions about the effects of population density on selected Canadian communities.
6. Resolve the issue by evaluating alternative ways of responding to a selected problem related to space in one's community.
7. *Apply the decision by selecting a plan that could be applied to overcome problems related to space in one's community.*
8. Evaluate the process (how the inquiry was conducted and the decision made) in terms of what was learned, how interesting it was, adequacy of resources and procedures followed.

2. Develop Participation Skills

1. Communicate effectively by
   - expressing opinions clearly and succinctly about the use of space in a neighborhood.
   - orally supporting opinions, with reasons.
2. Interpret feelings of others by noting vocal and facial expressions.
3. *Participate in group decision-making to create a plan for resolving the issue.*
4. *Contribute to a "sense of community" by helping other students achieve their preferences for privacy/sociability in the classroom and playground.*

TOPIC C: NEIGHBORHOODS AROUND THE WORLD

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

In this topic, the focus is on the variety of ways that people around the world plan their communities. Students should learn about some of the more obvious physical factors that affect community planning (such as geographic location, climate and resources) as well as the importance of specific aspects of culture. Communities that are selected for inquiry might include: a small town built around a market place (e.g., in Mexico); a city on water (e.g., Venice); a nomadic desert community (e.g., in Saudi Arabia); or a large city (e.g., Osaka, Ibadan). Students might culminate their inquiry by planning a community, or part of a community, to meet the needs of people in a particular environment.

Competing Values and Related Social Issue

Co-operation/Individual Initiative
Should all communities provide the same services and facilities for their residents?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify examples of facilities which show that individual initiative and/or co-operation is/are valued in a particular community. — *What services and facilities does this community provide which show that co-operation is important?* — *What services and facilities are left to the individual to provide for himself because the community values individual initiative?* **2. Develop Competencies** 1. In value analysis, by identifying contrasting views about ways that communities should be planned (reflecting values of co-operation and/or individual initiative). — *If you were a community planner who strongly believed in providing equal services and facilities to all citizens, how would you plan for a particular service or facility that you think is needed (e.g., a new playground)?*	**1. Generalization** All communities have facilities and services to help people meet their needs. These facilities and services reflect both the local environment and the values of the people who live there. **2. Concepts** 1. Environment 2. Needs 3. Facilities 4. Services 5. Co-operation 6. Initiative	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying alternative ways of providing selected services and facilities in a community.* 2. Establish research questions and procedures by — contributing to a class list of who, what, where, when, why or how questions on the provision of services and facilities in a selected community. — generating a list of topical resource materials. 3. Gather data from simple maps of the classroom, local community, and selected world communities by — recognizing that small objects and distances on maps represent larger objects and distances in reality. — describing or indicating the location of specific features or objects. — using a simple legend with pictorial symbols to locate objects or features. 4. Analyze data from varying perspectives about what facilities should be included in a community plan.

— *If you were a community planner who believed strongly in the value of individuals providing for their own needs and wants, how could you help them?*

— *Are there any other ways of providing these services and facilities? What are they?*

2. In decision-making, by identifying personal values reflected in making a choice between co-operation and individual initiative.

— *Which of these plans would you prefer? For what reasons?*

3. Develop Attitudes

1. Of respect for the variety of ways in which people in different environments provide services and facilities to meet basic needs.

3. Questions to Guide Inquiry

1. What facilities and services are provided in the selected community?
2. How is the community organized or planned to provide these facilities and services?
3. What is the natural environment like in this community? How does it affect what services and facilities are provided?
4. What do people in this community value? What effect does this have on the provision of services and facilities?

5. Synthesize data by summarizing information about facilities provided in various world communities.
6. *Resolve the issue by evaluating alternatives, and making a decision, about the suitability of various community facilities and services in one's own community.*
7. Apply the decision by creating a plan to provide a service(s) which seems to be lacking in one's own community.
8. *Evaluate the decision according to the merits of the service planned, and one's views of co-operation and initiative.*

2. Develop Participation Skills

1. Communicate effectively by
   — writing a few sentences to express an opinion about services required in a community.
   — drawing pictures or making a model, to express a position on facilities and services needed in a community.
2. Interpret ideas of others in developing a common plan to provide a new service or facility in the community.
3. *Participate in group work by being prepared to take turns in classroom activities.*
4. *Contribute to a "sense of community" by supporting group goals in completing an assigned task on time.*

TOPIC A: INTERDEPENDENCE OF COMMUNITIES IN CANADA TODAY

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

In this topic, students examine issues relating to the interdependence of communities in Canada today. Students study their own communities, as well as selected communities across Canada, to become aware of some of the ways in which the lives of Canadians are influenced by the values of interdependence and self-reliance of communities. Communities selected for study should cover a cross-section of different urban/rural settings.

Competing Values and Social Issue

Self-Reliance/Interdependence
Should Canadian communities become more self-reliant or more interdependent in meeting their needs?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify specific examples which indicate an understanding of self-reliance and interdependence in selected situations. — *If the citizens of a community should decide to grow all their own food, how would this indicate that they value self-reliance or interdependence?* **2. Develop Competencies** 1. In value analysis, by identifying reasons to support the respective values of self-reliance and interdependence in a selected Canadian community. — *What reasons might be given by people who feel that a community should look after its own needs as much as possible (self-reliance)? What reasons might be given by people who feel that a community should exchange goods and services as much as possible with other communities (interdependence)?* — *Using the Role Exchange Test, what advantages and disadvantages do you see for each alternative?*	**1. Generalization** Rural communities, small towns, and cities are interdependently connected for the exchange of goods and services. As our society becomes more technologically advanced, interdependence of communities tends to increase. **2. Concepts** 1. Urban 2. Rural 3. Urbanization 4. Specialization 5. Exchanges of goods and services 6. Interdependence **3. Questions to Guide Inquiry** 1. What is interdependence? Can individual people be interdependent? Can whole communities be interdependent with other communities?	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by developing the concepts of self-reliance and interdependence in simple, personal situations, and recognizing that these values often conflict.* 2. Establish research questions and procedures by — suggesting ways to find out about interdependence in one's community. — hypothesizing about the effects that more contact and interaction could have on selected communities. 3. Gather and organize data by — surveying one's own home to find out where (in Canada) goods used by the family are made. — recording the findings of a survey on a simple bar or pictograph. — sketching routes on a prepared map to show how goods travel between communities. — locating selected communities on a simplified map of Canada.

3. Develop Attitudes

1. Of empathy towards others, by demonstrating an understanding of the reasons why some people prefer self-reliance and others interdependence.
   - — *Sometimes we prefer to do things on our own. What are some things that you like to do by yourself? How do you feel afterwards? Sometimes we prefer to do things with other people. What are some things that you like to do with other people? How do you feel afterwards?*
   - — *Some people prefer to do most things by themselves; others prefer to do most things with other people. These people sometimes form, or move to, communities where these values are held by most people. What might their reasons be?*
   - — *Some people prefer to be a "Jack of all Trades". Others prefer to be "Experts" or "Specialists". When do you prefer each of these ways of doing things?*

2. What goods and services do people in your community get from people in other Canadian communities? (e.g., Where are the products your family uses made?)
3. What goods and services do people in your community provide for people in other Canadian communities? (e.g., What things are made in your community? Where are they sent?)
4. Where is your community located in relation to other Canadian communities selected for study?
5. Does the geographic setting of a community (location, land, climate, resources) affect the lifestyle of the people living there?
6. What is an "urban" community? A "rural" community? What kinds of goods and services are exchanged between and among selected urban and/or rural communities in Canada? How is this done?
7. What is specialization? If a community becomes more specialized (e.g., produces a few major products) do the people in that community become more interdependent with other communities?
8. What is urbanization? If a community becomes more urbanized (e.g., cities become larger) do the people in that community become more interdependent with rural areas and other communities?

- — describing one's own community in relation to other communities, using cardinal directions (N, S, E, W).
- — determining relative distances between communities, using non-standard measures and a simplified map.

4. Analyze and evaluate data by comparing points of view on the desirability of increased interdependence for specific communities.
5. Synthesize data by making generalizations about factors that lead to increased interdependence between communities.
6. *Resolve the issue by evaluating alternatives and making a decision about whether a community should increase or decrease interdependence (based on supporting evidence and personal views about a desirable balance between self-reliance or interdependence).*
7. *Apply the decision by assessing the feasibility of increasing or decreasing the interdependence of one's own community.*
8. Evaluate the decision by assessing its utility according to the Role Exchange Test.

2. Develop Participation Skills

1. Communicate effectively by completing an illustrated map of Canada to inform about the origins of goods used by one's own family.
2. Interpret vocal and facial expressions of others as indicators of their feelings about alternative outcomes for the issue.
3. *Participate in group work by contributing ideas in a discussion.*
4. *Contribute to a "sense of community" by assisting in a project to apply the decision example, e.g., establish relations with a class elsewhere in Canada.*

TOPIC B: LIFESTYLES OF CANADIANS IN OTHER TIMES

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

In this topic, students inquire into issues related to community life during the times of early settlers. The study should focus on the lifestyles of community members in past generations, and the balance they sought between working together and independently as they strove to achieve their goals and aspirations. Students should draw comparisons between then and now to assess the changes that have taken place over the years in their own communities.

Competing Values and Social Issue

Self-Reliance/Co-operation
Should we work alone or together?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*

1. Develop Understanding of Values

1. Describe examples of personal behaviour which reflect the values of self-reliance and/or co-operation.
   - — *Describe situations where you worked alone because you thought it was important to do something by yourself.*
   - — *Describe situations where you worked with other people because you thought it was important to co-operate.*
2. Describe historical situations in which self-reliant behaviour was evident and situations in which co-operative behaviour was demonstrated.
   - — *What were some things that settlers did by themselves?*
   - — *What were some things that settlers did in co-operation with others?*

2. Develop Competencies

1. In decision-making, by choosing between the conflicting values of self-reliance and co-operation in situations where both have advantages and disadvantages.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

The lifestyles of early settlers were characterized by the need to balance co-operation with self-reliance in order to achieve their goals and aspirations.

2. Concepts

1. Lifestyles
2. Settlement
3. Goals/aspirations
4. Change
5. Community

3. Questions to Guide Inquiry

1. When did the first people come to what is now our community? Who were some of these people? Where did they come from? How did they get here?
2. Why did people come to our community? What were their goals and aspirations?
3. How did the settlers decide where to build a new community?
4. How did the settlers satisfy their basic needs?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. Focus on the issue by paraphrasing the problem and stating two alternatives.
2. *Formulate procedures for selecting sources and gathering information on community history, in a whole class planning session.*
3. Gather and organize data by
   - — reading and interpreting simple historical accounts which describe past lifestyles.
   - — interviewing parents/community resource people for information on community history.
   - — recording interview data in categories on a retrieval chart.
   - — recording events in the community's history on a simple time line.
4. Analyze data by comparing lifestyles of people in settlement times to lifestyles in the community today, using the concepts of self-reliance and co-operation as criteria.

— *Imagine a situation in which it is hard to decide between self-reliance and co-operation. What would be the advantages and disadvantages of each? Which value do you prefer?*

2. In decision-making, by identifying appropriate actions in school, home and neighborhood consistent with one's chosen value.
   — *Given the value preference you have chosen (self-reliance or co-operation), what are some things you could do at school, at home, and in the neighborhood to show your preferred value? What are some things you might have done as a settler to show your preferred value?*

3. Develop Attitudes

1. Of objectivity, by demonstrating a willingness to consider the advantages and disadvantages of both self-reliant and co-operative behaviour in a particular situation.

5. In what ways did people work alone? Work together?
6. Why did they choose to work alone at times and work together at other times?

5. Synthesize data by
   — summarizing information about community changes on an experience chart.
   — relating causes and effects of community changes over time.
6. Resolve the issue by
   — formulating alternative solutions for working co-operatively or alone in school, home, neighborhood.
   — analyzing the values inherent in each alternative.
7. Apply the decision by choosing to work alone or together on a given project.
8. *Evaluate the way the issue was resolved as compared with other ways decisions can be made (e.g., by the teacher, by majority vote, by total consensus).*

2. Develop Participation Skills

1. Communicate effectively by
   — composing a paragraph or two to report on some aspects of life in settlement times.
   — drawing, or collecting and showing, pictures of ways in which lifestyles have changed.
2. Interpret ideas and feelings by
   — listening to the ideas of others about preferred ways of working alone or together.
   — demonstrating understanding of problems faced by others in adjusting to community change.
3. *Participate in group decision-making by using consensus to select courses of action for working together.*
4. Contribute to a "sense of community" by assisting in group projects for activities like making quilt plans and conducting surveys.

TOPIC C: LIFESTYLES IN CULTURALLY DISTINCTIVE COMMUNITIES

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

In this topic, students inquire into issues related to communities in which people are attempting to perpetuate a distinctive lifestyle. Although apects of a community's history might be studied as background information, the focus of this topic should be contemporary. Communities selected for study may be located in Alberta, Canada or any other part of the world. Some examples are a Hutterite colony, a Mennonite community, an Indian reservation, a distinctive cultural section of a large city, such as Chinatown, or a kibbutz. The overall intent of this topic is to increase students' sensitivity to cultures and lifestyles with which they have probably had little previous familiarity or experience.

Competing Values and Social Issue

Preservation of Lifestyle/Modernization
Should people attempt to maintain distinctive lifestyles in their communities, or encourage change?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe behaviours which indicate that some people prefer to live in culturally distinctive communities in order to maintain their lifestyles, while other people may prefer to live in modern, heterogeneous communities. — *What do people seem to value most when they choose to live in culturally distinctive communities? How might these values be reflected in their behaviour?* — *Some people choose to leave such culturally distinctive communities. What values might these people hold?* **2. Develop Competencies** 1. In moral reasoning, by testing one's value position in new but similar situations. (New Cases Test) — *After completing your study of other communities, do your conclusions about the desirability of change in those communities apply to your own community? What similarities and differences are there?*	**1. Generalization** Customs, traditions, rules and religious beliefs help keep people together in communities that are culturally distinctive. Factors such as mobility, communications and increased knowledge may serve to create changes in traditional cultural communities. **2. Concepts** 1. Traditions and customs 2. Culturally distinctive community 3. Interaction 4. Change 5. Preservation of lifestyle	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by discussing whether or not people should try to keep their communities from changing in order to maintain distinctive lifestyles.* 2. *Formulate and list research questions to guide information-gathering about distinctive cultural communities.* 3. Gather and organize data by — reading and interpreting simple maps to locate the communities under study relative to one's own community. — describing the location, using cardinal directions (N, S, E, W) and estimated distance from one's own community. — analyzing case study descriptions of culturally distinctive communities. 4. Analyze and evaluate data by explaining differences in perspectives (the way people see things) between people who remain in a distinctive cultural community and those who choose to leave it.

3. Develop Attitudes

1. Of empathy for people in culturally distinctive communities faced with pressures to change their lifestyles.
   — *In what ways do all of us require tradition and stability? How do serious disruptions of our lifestyles affect us? How might serious disruptions affect people in culturally distinctive communities?*

3. Questions to Guide Inquiry

1. What is a culturally distinctive community?
2. Where are the communities selected for study located?
3. What are some unique traditions and customs of these communities?
4. How do these culturally distinctive communities interact with the broader society? What effects, if any, has this interaction had on them?
5. How do people in these communities respond to pressures for change?
6. How do people in your community respond to change?

5. Synthesize data by
   — summarizing information into main points.
   — formulating generalizations about why people may resist changes.
6. Resolve the issue by
   — predicting the consequences for the communities under study of resisting or adopting particular changes.
   — selecting the solution that seems to be most desirable.
7. *Apply the decision by creating a plan of action that a group of people might use to preserve or change traditions and customs in their community.*
8. Evaluate the decision in terms of whether its outcomes would improve relations between people in the communities and outside them.

2. Develop Participation Skills

1. *Communicate effectively by expressing, in several sentences, a position on the issue.*
2. *Interpret ideas and feelings of others, by recognizing that people in distinctive cultural communities have hopes and aspirations for their community, as do members of all communities.*
3. Participate in group decision-making by taking turns speaking in class discussions.
4. Contribute to a "sense of community" by sharing resources with classmates, and by returning borrowed resources promptly.

Grade Four: ***Alberta, Our Province***

Grade Five: ***Canada, Our Country***

Grade Six: ***Meeting Human Needs***

TOPIC A: ALBERTA, PAST, PRESENT AND FUTURE: OUR NATURAL RESOURCES

GRADE FOUR
ALBERTA, OUR PROVINCE

In this topic, students investigate issues pertaining to the use of Alberta's natural resources, historically and today. Student inquiry should lead to an understanding of Alberta's natural features, geographic regions, climate, and renewable and non-renewable natural resources, as well as to sensitivity of the impact of technology on the environment and lifestyles.

Competing Values and Social Issue

Conservation/Consumption
How should we use our natural resources?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify conservation and consumption as values underlying alternative points of view about the use of renewable and non-renewable resources in Alberta. — *What do people seem to consider important if they say that* • *we should sell as many natural resources as we are able to?* • *we should develop our resources in such a way as to ensure a continuing supply into the future?* 2. Identify ways in which our experiences with the natural environment influence the values we hold with respect to the use of natural resources. — *How might your position about use of the environment vary according to whether you were a city dweller, farmer, early settler, pre-settlement Indian, etc?*	**1. Generalization** Availability of natural resources is one factor which determines the way people can meet their physical, economic and social needs. **2. Concepts** 1. Natural resources 2. Non-renewable and renewable resources 3. Conservation 4. Environment 5. Technology 6. Human needs 7. Consumption	**1. Develop Inquiry Skills** 1. Focus on the issue by identifying examples of conservation and consumption of Alberta's resources, and considering the implications of each. 2. Formulate procedures for getting information from selected sources to answer research questions about ways to use Alberta's resources. 3. Gather and organize data by — reading and interpreting appropriate reference books for information on Alberta's resources. — reading and interpreting maps in the **Junior Atlas of Alberta** for information about Alberta's physical features and regions, climate, resource locations, population distribution and transportation routes. — reading and interpreting bar graphs and pictographs for information on production of various resources. 4. Analyze and evaluate data by comparing and contrasting points of view about how Alberta's resources should be used.

2. Develop Competencies

1. In value analysis, by examining the consistency between what people say is important and how they act, regarding the use of natural resources in Alberta.
   — *When it comes to personal use of resources (such as paper) do I usually act the same as I say other people should? What examples can be found that show that I do? That I do not?*
2. In decision-making, by rank ordering alternative positions on the use of natural resources, based on the consequences of each.
   — *What are some alternative positions on resource use in Alberta? For each of these positions, what are the good and bad things that could result if everyone held this position? Which position is the best? The worst?*

3. Develop Attitudes

1. Of a concern for the needs of future Albertans.
2. Of appreciation for the beauty and symmetry of the natural environment including plant, animal and earth elements.

3. Questions to Guide Inquiry

1. What are the main geographic features of Alberta, including land forms and climate?
2. What are the major types of natural resources in Alberta?
3. Where are the various resources located in Alberta?
4. Where are the major transportation routes located in Alberta?
5. What are the present-day uses of these natural resources? How were they used in the past?
6. How has technology assisted in the location, development and use of natural resources in Alberta?

5. Synthesize data by developing an understanding of the concepts of renewable and non-renewable resources, and generalizing about their use.
6. *Resolve the issue by matching the values of conservation and consumption with various alternatives about how Alberta's resources should be used.*
7. *Apply the decision by considering the desirability and feasibility of applying a plan to conserve or consume resources at the personal level.*
8. Evaluate the action to encourage conservation or consumption in terms of its effects on others.

2. Develop Participation Skills

1. *Communicate effectively by writing a report and presenting it orally to the whole class or a small group.*
2. *Interpret facial expressions, gestures and body movements to determine how others in the small group feel about various alternatives to the social issue.*
3. Participate in group decision-making by selecting a decision-making method from those outlined by the teacher (majority rule, consensus, authoritative) and applying it in a small group setting.
4. Contribute to a "sense of community" by assisting in a class project relating to ways that natural resources are used in situations involving students.

GRADE FOUR
ALBERTA, OUR PROVINCE

TOPIC B: ALBERTA, PAST, PRESENT AND FUTURE: OUR HUMAN RESOURCES

In this topic, students examine issues related to lifestyles in Alberta. Background information should be drawn from four periods in Alberta's history: Early Settlement, the Depression, the War Years, and Modern Times. Students should become aware of trends in occupations, leisure time activities, skills, interests, and education as Albertans continue to adjust their lives to meet new challenges in an increasingly industrialized society. They should be encouraged to make predictions about the future and how their own lives may be influenced by these trends.

Competing Values and Social Issue

Productivity/Leisure
How should Albertans adjust their lifestyles to meet new opportunities and challenges?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify productivity and leisure as values influencing the activities of Albertans, past and present. — *What was important to Albertans in their work in the past? How did this affect their leisure time activities?* 2. Define the meaning of work and leisure to different people in the past, present and future. — *Which activities were considered work, and which leisure to Albertans in earlier historical eras? How do we define work and leisure today? How may we define it in the future?* 3. Describe student activities in the past which show that Alberta students valued both work and leisure. — *How did student activities in the past reflect what Albertans thought was important? How do they reflect what we think is important today?*	**1. Generalization** A balance between work and leisure activity is important to human welfare. The nature of work and leisure has changed as society has become increasingly industrialized. **2. Concepts** 1. Change 2. Lifestyle 3. Occupation 4. Leisure time 5. Productivity 6. Resourcefulness **3. Questions to Guide Inquiry** 1. When did some of the large groups of settlers come to Alberta? Where did they settle? Why did they settle in particular places? 2. What were some of the problems faced by early settlers? How were these problems overcome? How did the early settlers integrate both work and leisure into their lifestyles?	**1. Develop Inquiry Skills** 1. *Identify the social issue and its competing values from a class discussion about how Albertans are attempting to respond to change today.* 2. Formulate research questions to guide information-gathering on Albertans' lifestyles in various historical eras. 3. Gather and organize data by — reading and interpreting historical maps for information on locations of settlements and travel routes in early Alberta. — interpreting contemporary and historical documents to gain perspectives on lifestyles in various historical eras. 4. Analyze and evaluate data by explaining different viewpoints about historical events and episodes. 5. Synthesize data by summarizing information about changes in work and leisure in the past, and deducing logical conclusions about changes that may occur in the future.

2. Develop Competencies

1. In value analysis, by comparing different views on the kinds of human resources Albertans may need for the future.
   - *What might the following Albertans say are important human resources (skills, attitudes, etc.) to enable us to cope with the future? How might they react to the idea that education should prepare us for work? For leisure? Why is that? What changes might each of them make to our schools?*
     - *a musician or artist*
     - *a business owner*
     - *a sales person*
     - *a professional hockey player*
     - *a civilian in World War II*
     - *a man on "relief" in 1933*
     - *a homesteader in 1900*

3. Develop Attitudes

1. Of positive self-concept, as someone capable of developing a balance between work and leisure activities.
2. Of appreciation for the variety of ways in which people of the past and present have tried to create a balance between work and leisure activities.
3. Of open-mindedness, by being willing to question the views of others on a proper balance between work and leisure.

3. What was the Great Depression and when did it happen?
4. How did the Great Depression affect the lives of people in Alberta? What changes did people have to make in their lifestyles to cope with conditions during the Great Depression?
5. What was World War II and when did it take place?
6. How did World War II affect the lives of people in Alberta? What changes did people have to make in their lifestyles to cope with conditions during World War II?
7. What are some ways in which lifestyles today differ from lifestyles during the settlement era, the Great Depression and World War II? Are there differences in such areas as employment, leisure time activities, education, and availability of material goods?
8. What might life be like when today's grade four students are adults? Might there be new and different kinds of occupations, leisure time activities and ways to learn new skills?

6. Resolve the issue by considering how young Albertans should adjust to meet new opportunities and challenges.
7. *Apply the decision by creating a plan to adjust to a specific challenge or opportunity facing the class.*
8. *Evaluate the action in terms of its possible positive and negative effects on the class and, if relevant, other classes, teachers, etc.*

2. Develop Participation Skills

1. Communicate effectively by orally expressing opinions about the use of work and leisure time.
2. Interpret ideas and feelings of others by demonstrating an understanding of different decisions made about adjustment to change at the personal level.
3. *Participate in small group work and decision-making by helping in*
   - *— dividing up the task, assigning jobs and evaluating group performance.*
   - *— coordinating the assignment of individual tasks.*
4. *Contribute to a "sense of community" through suggestions and actions designed to give the classroom a "better" balance of work and relaxation (celebration, play, etc.).*

GRADE FOUR
ALBERTA, OUR PROVINCE

TOPIC C: ALBERTA'S LINKS WITH CANADA AND THE WORLD

In this topic, students investigate relationships between Alberta and other parts of Canada and the world. Attention should be focused on trade, tourism, and transportation links. Contacts that are made through sports, cultural exchanges and family ties could also be examined.

Competing Values and Social Issue

Self Sufficiency/Interdependence
How should Alberta share its resources?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify self-sufficiency and interdependence as two important values affecting the nature of Alberta's ties with other parts of Canada and the world. — *If an Albertan believes that trade and transportation ties with Canada and other parts of the world should be increased, which of the two values, self-sufficiency or interdependence, does this person consider more important?* 2. Describe possible behaviours of someone who wishes to be interdependent or self-sufficient. — *In which of the following actions would an Albertan demonstrate a preference for self-sufficiency or for interdependence:* • *purchase of items marked "Made in Alberta" over other products?* • *refusal of an offer to develop and export large quantities of coal to another country?*	**1. Generalization** People in diverse regions establish transportation and communication links in order to trade products and ideas for their mutual advantage. **2. Concepts** 1. Trade 2. Transportation 3. Tourism 4. Migration 5. Self-sufficiency 6. Interdependence **3. Questions to Guide Inquiry** 1. What does Alberta import from other parts of Canada and the world? 2. What does Alberta export to other parts of Canada and the world? 3. What are some of the factors that influence Alberta's trading relationships?	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by paraphrasing the issue as presented in readings or an audiovisual presentation.* 2. Formulate research questions to inquire into the nature of Alberta's relationships with other regions of Canada and the world. 3. Gather and organize data by — reading maps of Canada and the world to find Alberta's location relative to other provinces, territories and countries. — recording information about Alberta's imports and exports, on a retrieval chart. — using the **Junior Atlas of Alberta** to relate selected geographic concepts to the issue. — conducting a survey of opinions on the use of Alberta's resources. 4. Analyze and evaluate data by comparing and contrasting points of view about how Alberta should share resources with others.

- *encouragement of Canadians to invest their money in Alberta industries?*
- *support for cultural exchanges with other provinces?*

2. Develop Competencies

1. In value analysis, by listing advantages and disadvantages of increasing Alberta's transportation links with Canada and the world.
   — *What might be the consequences of increasing Alberta's transportation links with other parts of Canada and the world? How does this relate to the values of self-sufficiency and interdependence? What are the advantages/disadvantages to Albertans?*

3. Develop Attitudes

1. Of positive self-concept, as a person capable of drawing conclusions on an important issue facing Albertans.
2. Of respect for the views of other Canadians on the sharing of Alberta's resources.

4. What transportation and communication links are used to connect Alberta to the rest of Canada and the world? (Consider air, rail, media networks, telecommunications, etc.)
5. What contributions have Albertans made to Canada and the world? What forms of international aid does Alberta provide?
6. What benefits does Alberta derive through its links with other parts of Canada and the world? (Consider economic, political, and cultural affairs.)
7. How are Albertans affected by the "shrinking" nature of the modern world?

5. Synthesize data by formulating generalizations about the ways Alberta is interdependent with other provinces and countries.
6. *Resolve the issue by identifying and supporting a position for the sharing of resources.*
7. Apply the decision by considering the desirability and feasibility of taking action on the decision. (e.g., Are there ways that grade four students can play a part in issues of interdependence/self-sufficiency?)
8. *Evaluate decision, process, and action by deciding as a class whether to end the study or to extend it to related issues and ideas.*

2. Develop Participation Skills

1. Communicate effectively by writing several paragraphs to state and support an opinion about increasing or decreasing Alberta's interdependence with other provinces.
2. *Interpret ideas and feelings of others by observing facial expressions, gestures and body movements.*
3. Participate in group work and decision-making by negotiating the allocation of tasks with group members.
4. *Contribute to a "sense of community" by serving as the spokesperson to present the views of a small group to the rest of the class.*

TOPIC A: CANADA: EXPLORATION AND SETTLEMENT

GRADE FIVE
CANADA, OUR COUNTRY

In this topic, students investigate some of the historical events and issues relating to the discovery, exploration and settlement of Eastern and Western Canada. Major emphasis should be placed on interactions between people as intercultural contacts occurred.

Competing Values and Social Issue

Competition for Power/Co-Operation for Mutual Benefit
How should the explorers, missionaries, fur traders, and settlers in Canada's early history have interacted with each other?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify values of co-operation for mutual benefit and competition for power in specific historical episodes. — *How were co-operation and competition manifested in interactions like:* • *French/English ambitions in the New World?* • *the fur trade?* • *Confederation?* • *Red River colonization?* — *What examples of conflict or of co-operation can be found in interactions between the following groups:* • *native people and explorers?* • *fur traders and settlers?* • *missionaries and fur traders?* **2. Develop Competencies** 1. In value analysis, by identifying examples of interaction between groups of Canadians today where each of the competing values is manifested.	**1. Generalization** Exploration and settlement bring about intercultural contact, frequently resulting in a competition for power and control. **2. Concepts** 1. Exploration 2. Settlement 3. Intercultural contact 4. Competition 5. Power 6. Identity **3. Questions to Guide Inquiry** 1. How did the native peoples relate to one another before the coming of the Europeans? In what ways did contacts between tribes result in advantages and disadvantages for each group? 2. Why did Europeans come to Canada?	**1. Develop Inquiry Skills** 1. Focus on the issue by comparing personal experiences involving interactions between strangers, and identifying competing values. 2. Hypothesize about possible patterns of interaction during the exploration and early settlement of Canada. 3. Gather and organize data by — interpreting historical maps showing European voyages of discovery, the locations of early English and French colonies in North America, and the Loyalist migration routes and settlements in early Canada. — recording dates and events on a time line showing English and French contacts during the early colonization and settlement period in Canada. 4. Analyze and evaluate data by inferring reasons for the different perspectives of the Indians, settlers and other groups, on issues like land ownership.

— *What conflicts exist today that derive from the competing values of competition for power and co-operation for mutual benefit?*

2. In decision-making, by choosing among alternative courses of action to resolve a current conflict.
3. In moral reasoning, by testing the decision according to how it affects the well-being of the groups involved.
   — *What alternative courses of action can be taken to resolve the conflict? Were these alternatives available to similar groups in the past?*
   — *Of the two competing points of view, which appears to be the best to you?*
   — *Is your choice fair to both groups? How will the alternative you have chosen make people in both groups feel in the near future and in the distant future?*

3. Develop Attitudes

1. Of appreciation for how European survival in the New World was initially dependent on the Indian sharing his skills and knowledge with newcomers.
2. Of objectivity, by demonstrating an ability to examine problems from more than one perspective.
3. Of empathy for the efforts of cultural and ethnic groups, historically and today, to preserve their identity.

3. What were some of the problems faced by the explorers, traders, and settlers in the initial settlement era and westward expansion?
4. What effects did each of these groups have on the culture and lifestyles of the native peoples?
5. In what ways were geographic features (e.g., climate, waterways, landforms) an influence on exploration and settlement patterns?
6. In what ways was Canada's early history distinguished by conflicts between competing cultural, ethnic and economic interests?
7. In what ways were co-operation and a concern for justice features of Canada's early history?

5. Synthesize data by generalizing about the effects of settlement on the welfare of the various groups.
6. Resolve the issue by judging what was fai and unfair about the ways that native peoples, explorers, fur traders and settlers treated each other.
7. Apply the decision by creating a set of rules to guide the behaviour of groups of strangers when they interact.
8. *Evaluate the decision by testing its practicality and fairness in a situation involving students.*

2. Develop Participation Skills

1. *Communicate effectively by orally describing feelings about examples of conflict and co-operation in Canadian history.*
2. *Interpret ideas and feelings of others, as indicated in their verbal descriptions of historical episodes involving conflict and co-operation.*
3. Participate in group work and decision-making by role-playing historical situations involving cultural interaction.
4. Contribute to a "sense of community" by demonstrating respect for class members with different ethnocultural backgrounds.

TOPIC B: CANADA: INDUSTRIAL DEVELOPMENT FROM REGION TO REGION

GRADE FIVE
CANADA, OUR COUNTRY

In this topic, students investigate issues arising from the relationships among Canada's geographic and industrial regions. In this topic, they study the following regions: Cordilleras, Prairies, Near and Far North, St. Lawrence-Ottawa Lowlands and Great Lakes, and the Atlantic Region. The impact of major industries on people in each region is to be emphasized.

Competing Values and Social Issue

Conservation/Resource Development
How should Canada's natural resources be utilized for maximum benefit to the people in each region?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify factors that affect regional attitudes and beliefs regarding conservation and resource development. — *What are some attitudes and beliefs about conservation and resource development in the following regions:* • *Cordilleras?* • *Prairies?* • *Near and Far North?* • *St. Lawrence-Ottawa Lowlands and Great Lakes?* • *Atlantic Region?* 2. Define what is meant by "maximum benefit" to the people of a region. — *What factors should be considered in describing how the people of a region may view resource development or conservation of resources? (Consider for example, economic factors, health and safety, aesthetic and cultural factors, further needs.)*	**1. Generalization** The industries that develop in a region tend to be those which make use of locally available resources and contribute to the economic welfare of the people. **2. Concepts** 1. Regions 2. Industry 3. Resource development 4. Employment 5. Resource depletion 6. Conservation 7. Standard of living **3. Questions to Guide Inquiry** 1. What are Canada's major geographic regions? 2. How is population distributed throughout Canada? What are the major population centres?	**1. Develop Inquiry Skills** 1. Identify and focus on the issue by brainstorming about availability and use of resources in Canada's various regions. 2. Formulate research questions and procedures for small group inquiry. 3. Gather and organize data by — using maps to interpret information about physical regions, resource locations, population distribution, and transportation routes in Canada. — reading and interpreting bar graphs, pictographs and simple tables for information on industrial production. — recording information by labelling features such as resource locations and cities on an outline map of Canada. 4. Analyze and evaluate data by comparing and contrasting points of view on resource development in various regions.

2. Develop Competencies

1. In value analysis, by identifying the assumptions made by those favouring and by those opposing resource development.
   — *What arguments are used to promote or oppose resource development in a region? What factors identified in 1.1 are basic to the arguments?*
2. In decision-making, by choosing the alternative value position that appears to be of maximum benefit to the people in a region.
   — *Which value position seems to be of greatest benefit to the people of this region? Why is that? How are you defining benefit?*
3. In moral reasoning, by justifying one's choice according to how well it contributes to the well-being of the people in a region, and people elsewhere.
   — *How will resource development (or conservation) make people happier, healthier and more satisfied with their lives?*

3. Develop Attitudes

1. Of tolerance for the opinions of people in other regions of Canada who hold alternative views about conservation and resource development.
2. Of respect for evidence gathered in support of alternative views.
3. Of concern for the future of Canada's rich natural resources.

3. What natural resources are to be found in each region?
4. How do these natural resources contribute to industrial development?
5. What forms of transportation are used to bring natural resources to manufacturing and refining centres?
6. What forms of employment are associated with resource development?
7. What effects do resource depletion and industrial growth have on people in the communities and regions of Canada?

5. Synthesize data by formulating generalizations about the relationship between the numbers of people employed and the type of industry in a region.
6. Resolve the issue by evaluating alternative positions regarding the benefits of resource development and conservation.
7. *Apply the decision by creating a futuristic scenario relating to one or more regions.*
8. *Evaluate the decision in terms of the effects it would have on people in various Canadian regions, and the desirability of these effects.*

2. Develop Participation Skills

1. Communicate effectively by writing several paragraphs to describe the resources and industries of Canada's regions.
2. *Interpret the ideas and feelings of others by observing their facial expressions as they respond to various scenarios about resource development in Canada's regions.*
3. Participate in small group decision-making, to learn how to make a point without monopolizing the decision.
4. *Contribute to a "sense of community" by demonstrating support for group goals in a project to raise awareness of the unique features of a region.*

TOPIC C: CANADA'S NEAREST NEIGHBOR: THE UNITED STATES

GRADE FIVE
CANADA, OUR COUNTRY

In topics 5A and 5B, students examined issues and themes relating to the history and regional geography of Canada. In Topic 5C students examine similar themes and issues in relation to the United States. Historical themes that are identified below have been selected because of their relationship to significant aspects of Canadian history.

In developing an understanding of American geography and any one of the historical themes that are listed, it is expected that students will acquire sensitivity to similarities between the United States and Canada, as well as a better sense of their unique Canadian identity.

Geography Theme:

An overview of the geography of the United States.

History Themes:

Either The American Revolution and the United Empire Loyalists
or The War of 1812 from different perspectives
or The Civil War and Canadian Confederation
or Settlement of the West in the United States and Canada

Competing Values and Social Issue

Unique Identity/Being Like Others
Should Canadians and Americans strive for similar or different goals?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe events from North American history in which Canadians and Americans have asserted different identities. — *During what specific historical events did Canadians show that they valued being distinct from Americans?* 2. List examples of behaviour which show that Canadians and Americans have some similar value orientations. — *What activities do Canadians and Americans enjoy which reflect aspects of a similar way of life?* **2. Develop Competencies** 1. In value analysis, by identifying historical and contemporary situations in which Canadians have had to reflect seriously on the types of relationship they wished to have with the United States.	**1. Generalization** Canada and the United States have many similarities, yet there are some essential differences arising out of history, geography, and the outlooks of their people. **2. Concepts** 1. Identity 2. Independence 3. Linkages 4. Interaction 5. Perspective **3. Questions to Guide Inquiry** 1. What are the major geographic regions of the United States, using a physical, demographic or economic schema?	**1. Develop Inquiry Skills** 1. *Describe an issue by brainstorming similarities and differences between Canadians and Americans.* 2. Formulate questions for research into areas where similarities and/or differences may exist in the present and past. 3. Gather and organize data by — describing the location of the United States relative to Canada and the rest of the world. — reading and interpreting accounts of an event common to Canadian and American history. — reading and interpreting maps of the United States (e.g., physical features, resource locations and population distributions.)

— *What are some situations in which Canadians have to decide between having a unique Canadian identity and being like Americans? Consider aspects of everyday life (such as watching television, celebrating holidays, going on vacation, and shopping) as well as historical events.*

3. **Develop Attitudes**

1. Of objectivity, by examining the extent to which personal and family activities reflect a uniquely Canadian perspective or a combination of Canadian-American lifestyles.

2. What broad similarities and differences exist between these regions and the regions of Canada?
3. In an historical episode involving both Canada and the United States, what common and distinct viewpoints and actions were expressed?
4. What are some of the important linkages that exist today between Canada and the United States? (Consider economic, political, and cultural affairs.)
5. What are some of the more important cultural differences between the two nations? (Consider national holidays, for example.)

— conducting interviews within the school and community to determine ways that Canadians want to be independent of, or interdependent with, their American neighbors.

— using the **Junior Atlas of Alberta** to deduce generalizations about our relationship with the United States.

4. Analyze and evaluate data by explaining various perspectives about ideal Canadian/American relationships.
5. Synthesize data by making a generalization about similarities and differences between Canadians and Americans.
6. Evaluate alternatives and make a decision as a class about ways in which Canadians should, or should not, try to emulate American lifestyles.
7. *Consider the feasibility of implementing a plan which will assist individuals in the school and community to acquire a preferred type of national or cultural identity.*
8. Evaluate the inquiry process used by discussing new understandings of the issue and the practical use of what was learned.

2. **Develop Participation Skills**

1. *Demonstrate an understanding of, and empathy for, positions taken by others in a class or small group setting.*
2. Choose an appropriate decision-making model for assigning tasks in a small group (e.g., interests, resources).
3. *As a small group member accept and profit from constructive criticism.*
4. *Contribute to a "sense of community" by demonstrating a concern for a positive Canadian identity, incorporating preferred aspects (if any) of American lifestyles and customs.*

TOPIC A: HOW PEOPLE IN EARLIER TIMES MET THEIR NEEDS

GRADE SIX
MEETING HUMAN NEEDS

In this topic, students examine basic human needs and classify them as physical (e.g., food, shelter), psychological (e.g., meaning of life, development of personal talents), and social (e.g., communicating with others, social order). The various types of needs are then examined in terms of how they created issues and the need for decision-making by individuals and groups in previous civilizations. Content is to be selected from ancient Mediterranean civilizations (e.g., Greek, Roman, Egyptian) or pre-Columbian America (e.g., Mayan, Inca, Aztec).

Competing Values and Social Issue

Social Equality/Personal Advancement
What is the best way for a society to be organized in order that the basic needs of people be met?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify social equality and personal advancement as two values that people may hold in resolving issues of basic needs. 2. Describe reasons why members of a society may prefer social equality, and reasons why they may prefer personal advancement, as the means to meeting their basic needs. **2. Develop Competencies** 1. In value analysis, by comparing the values underlying rigid class structure to the values present where social classes are not distinct. — *What are the pros and cons of a rigid class structure? Of having no class structure? How does each attempt to enable people to meet their basic needs?* 2. In decision-making, by choosing preferences for ways of resolving issues of basic needs.	**1. Generalization** All people have similar physical, social and psychological needs. How these needs are met has varied over time and from place to place. **2. Concepts** 1. Basic needs 2. Social change 3. Class structures 4. Equality of opportunity 5. Civilization **3. Questions to Guide Inquiry** 1. How do historians and archeologists help us learn about earlier civilizations? How are artifacts, fossil remains, pictorial data, oral traditions, and written records used to help us understand the past?	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by paraphrasing a variety of data sources dealing with people meeting human needs, and identifying the competing values.* 2. *Formulate research questions and procedures by delineating ways to investigate the issue in one or more ancient civilizations.* 3. Gather and organize data by — reading and interpreting the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study. — recording major events of the civilization under study on a basic time line prepared by the teacher. (This will require work on chronology, BC and AD.) 4. Analyze and evaluate data by categorizing information from print and non-print sources about how various needs were met.

3. Develop Attitudes

1. Of positive self-concept, by viewing oneself as capable of helping others meet their basic needs.
2. Of tolerance for others' perspectives on issues of social stratification and organization.
3. Of empathy for people, past and present, who have been unable to meet their basic human needs.

2. Where were some earlier civilizations located? What was the land and climate like there? How did the people use their environment to meet their needs for food, clothing, shelter, and transportation?
3. What evidence of social stratification was there in earlier civilizations? What values and beliefs was the system of stratification based on?
4. In what way did the system of social stratification help people meet their basic needs? How were decisions made? What role did the majority of people play in the decision-making process?
5. What were some important laws? What values and beliefs were these laws based on?
6. What were some important religious beliefs and customs? How did religious beliefs affect everyday life?
7. What opportunities did the individual have to make personal decisions about satisfying needs?

5. Synthesize data by
   - — developing concepts of physical, psychological and social needs by listing specific examples of each, grouping them, and applying concept labels.
   - — summarizing information by compiling (individual) research findings (in a small group session).
6. Resolve the issue by stating and defending a generalization about organizing society to meet basic needs.
7. *Apply the decision by planning how our society might be organized to meet a particular need.*
8. *Evaluate the decision and plan of action by determining their possible effects on existing social structures and people's behaviour.*

2. Develop Participation Skills

1. *Communicate effectively by expressing ideas about the civilization through drama or role-playing.*
2. Interpret ideas and feelings of self and others by paraphrasing another group member's statements and asking him/her to indicate if that was the message.
3. *Participate in group work and decision-making by*
   - — *contributing as a small group member by dividing up the task, assigning jobs and evaluating group performance.*
   - — *negotiating with others in a small group to reach consensus on an issue.*
4. *Contribute to a "sense of community" by assisting classmates in sharing materials and directing them to information they are seeking.*

TOPIC B: HOW PEOPLE IN EASTERN SOCIETIES MEET THEIR NEEDS TODAY

GRADE SIX
MEETING HUMAN NEEDS

The focus of this topic is on issues relating to the meeting of physical, psychological and social needs by the peoples of China and/or South East Asia. South East Asian societies that provide the context for inquiry could be chosen from Malaysia, Indonesia, Korea, Thailand, Philippines or Hong Kong. Attention should be called to the similarity, as well as differences, in problems that people in our society and Eastern societies must resolve in meeting their emerging needs.

Competing Values and Social Issue

Technological Development/Maintaining Traditions
Should Eastern and Western societies meet their basic needs in similar ways?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify the values of technological development and maintenance of traditions as being in competition in China and/or South East Asian societies today. — *What values seem to be in evidence when people in Eastern societies seek modernization?* — *What aspects of village and family life show that many Chinese/South East Asians value security in tradition?* **2. Develop Competencies** 1. In value analysis, by analyzing and contrasting Eastern and Western attitudes and values related to technology and tradition. — *What attitudes and values do Westerners hold which seem to support a "material welfare" perspective? (Consider for example, formal education, search for better technology, progress.)*	**1. Generalization** Societies with well-established customs and traditions are often reluctant to adopt alternative ways of meeting basic needs. This applies to both Western and Eastern societies. **2. Concepts** 1. Perspective 2. Customs and traditions 3. Cross-cultural sharing 4. Scarcity 5. International agencies **3. Questions to Guide Inquiry** 1. Where are China and South East Asian countries located? 2 How does the physical environment of the country/countries being studied affect the ways people meet their basic needs?	**1. Develop Inquiry Skills** 1. Identify and focus on the issue by having several students state the issue in their own words, after reading about needs satisfaction in South East Asia and/or China. 2. *Formulate research questions and procedures to use in acquiring information on a selected East Asian society.* 3. Gather and organize data by — reading and interpreting maps to locate the country/countries being studied in relation to Alberta. — using a globe and 24-hour clock to calculate day and time in the places studied compared to Alberta. — using scale to determine distances between places studied and Alberta. — using a map legend to identify features of the countries studied and their distances from Canada. — comparing the areas of the places studied with that of Alberta. — reading and interpreting charts, bars and pictographs, and simple tables for information on countries studied.

— *What attitudes and values do villagers in South East Asia hold which seem to support a "security in tradition" perspective? (Consider for example, feelings of belonging, familiarity in ways of doing things, hereditary authority, customs and ceremonies, and harmony within the community.)*

— *In what ways do these two sets of attitudes and values conflict?*

2. In values analysis, by reflecting upon world views (perspectives) of persons from China and/or South East Asia.
3. In decision-making, by predicting the consequences if Westerners and Easterners adopted certain of each other's characteristics.

3. Develop Attitudes

1. Of respect for the ways that peoples in Eastern societies satisfy basic needs.
2. Of objectivity by challenging one's own ideas about what constitutes the best way of meeting basic needs.

3. How do traditions and customs in the selected Eastern societies relate to the way the people meet their basic needs?
4. What factors gave rise to the recent problem of homeless refugees in South East Asia?
5. What problems do Eastern societies face for which Western technology might provide partial solutions?
6. What problems do Western societies face for which Eastern societies might provide partial solutions?

— interviewing resource people, using questions developed in a small group to get information on the countries under study.

4. Analyze and evaluate data by explaining differences in the perspectives of people in Canada and Eastern Asia about the ways in which needs should be met.
5. Synthesize data by formulating generalizations about the influence of culture in determining how people meet their needs (e.g., differences in food preferences).
6. *Resolve the issue by refocusing on whether Asian and Western societies should meet their needs in similar ways. Discuss, and clearly identify, alternative solutions.*
7. *Apply the decision by creating a plan for addressing a specific basic needs issue (e.g., refugees) taking into account the perspectives of the South East Asian people.*
8. *Evaluate, in a class discussion, the inquiry process used in the study. Useful criteria may include such questions as: Was it a good way to learn about South East Asia? Were there enough resources? Was it interesting? Are we more sensitive to diverse ways of meeting human needs?*

2. Develop Participation Skills

1. Communicate effectively by expressing an opinion, either orally or in writing, using specific examples about aspects of Eastern societies that might be beneficial for Canadians to adopt.
2. *Interpret ideas and feelings of self and others by demonstrating an understanding of dilemmas faced by people as they struggle to survive and maintain human dignity.*
3. *Participate in group decision-making by accepting and profiting from constructive criticism of an idea or procedure shared within a small group.*
4. *Contribute to a "sense of community" by serving as a small-group spokesman to present material to the whole class.*

GRADE SIX
MEETING HUMAN NEEDS

TOPIC C: MEETING NEEDS THROUGH LOCAL, PROVINCIAL AND FEDERAL GOVERNMENT

This topic focuses on how people form governments to help each other meet their needs. Students inquire into issues associated with how government works at the local, provincial and federal levels in Canada. At least one historical and one contemporary case study of government action should be examined. It is recommended that the role of governments in building the Canadian Pacific Railway (historical) and northern pipelines (contemporary-futuristic) be compared to provide the focus for case studies.

Competing Values and Social Issue

Joint Action/Self-Reliance
How much responsibility should governments assume for satisfying the needs and wants of citizens?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this report.
1. Develop Understanding of Values 1. Define joint action and self-reliance as two perspectives on the extent of government responsibility for satisfying the needs and wants of its citizens. — *How much responsibility does government have for satisfying needs and wants if we value joint action? How much responsibility if we value self-reliance?* 2. Describe examples which show that joint action and self-reliance are valued in providing services for citizens locally, provincially and federally. — *What services are provided by government, at the local, provincial and federal levels, which show that joint action is important? Which services have been left for individuals to provide for themselves or for others?*	**1. Generalization** Government arises from the realization that working together to meet human needs is often better than working alone. **2. Concepts** 1. Politics 2. Power 3. Government 4. Influence 5. Levels of government 6. Bill 7. Law	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue, through small group discussion, of the extent to which governments should accept responsibility for meeting specific human needs, e.g., health, safety.* 2. Formulate research questions and procedures by hypothesizing about the consequences of having governments assume various responsibilities for meeting human needs. 3. Gather and organize data by — making a topical outline of several main points from a short article on ways in which citizens can affect government decisions. — conducting a survey of parents or selected community members, using questions and procedures prepared in a small group, to get views on the services the government should provide.

2. Develop Competencies

1. In value analysis, by identifying value conflict situations in which some members of society feel that governments do too much and others feel that governments do too little.
   - *What specific examples can be found where citizens disagree about how much government involvement is needed? (Consider for example, provision of health care, family allowances, social assistance, guarantee of rights and freedoms, consumer protection.)*
2. In decision-making, by predicting the consequences of changing the extent of government involvement in providing services to certain members of society whose needs differ.
   - *What would happen if governments provided a basic income for everyone? What would happen if governments did not provide assistance to the disadvantaged at all?*

3. Develop Attitudes

1. Of self-confidence, by being able to participate effectively in political processes.
2. Of respect for the democratic process as a means to resolve conflict.
3. Of tolerance of ambiguity, by withholding judgment until other people's perspectives are considered.

3. Questions to Guide Inquiry

1. What is government? Why do people have governments? What particular form of government is practised in Canada?
2. Which needs are being responded to by governments? Which needs are left for individuals to meet?
3. How are local, provincial and federal governments structured in Canada?
4. How are governments elected?
5. How do governments resolve issues?
6. What implications can be drawn for government involvement in a contemporary issue (e.g., proposed northern pipeline) on the basis of historical precedents (e.g., building of the C.P.R.)?
   - comparing the roles of government in historical and contemporary situations, e.g., the construction of the Canadian Pacific Railway and proposed northern pipelines.
4. Analyze and evaluate data by
   - charting and graphing points of view found in the survey about appropriate levels of government services.
   - inferring why different people have different political views.
5. Synthesize data by relating a cause, such as government action in phasing out a program, to its social and economic effects, both positive (saves public money) and negative (reduces service to some people).
6. *Resolve the issue by parliamentary procedures (e.g., making and debating a Bill).*
7. Apply the decision by creating a plan to reduce or increase specific government services to address an issue of human needs.
8. Evaluate the decision, using democratic criteria, e.g., freedom of speech, majority rule.

2. Develop Participation Skills

1. Communicate effectively by participating in a simulation of the introduction and debate of a Bill in the House of Commons.
2. *Interpret ideas and feelings of self and others by demonstrating an understanding of the dilemmas political representatives face in trying to provide an appropriate level of public services.*
3. Participate in group work and decision-making by learning to make a point without monopolizing the discussion.
4. Contribute to a "sense of community" by sharing resources with classmates and contributing ideas they might find useful in completing work.

Grade Seven: People and Their Culture

Grade Eight: People and Their Institutions

Grade Nine: People and Their Technology

TOPIC A: DEFINING CULTURE: AN INTRODUCTION

GRADE SEVEN
PEOPLE AND THEIR CULTURE

In this topic, students develop a framework within which to examine the relationships among various aspects of culture. The framework should include:

1. Economic Aspects (e.g., resources, tools)
2. Social Aspects (e.g., patterns of communication, social organization, values and beliefs)
3. Political Aspects (e.g., governance, control)

Students should develop the framework through an examination of experiences in their own cultural context, emphasizing the roles of, and relationships between, self, family, school, peer group and community.

Competing Values and Social Issue

Conformity/Individuality
To what extent should individual uniqueness be valued in a culture?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only*).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify ways in which both conformity and individuality are important to the physical and mental survival of members of a culture. — *What would happen if people in a culture did not conform to its mores? (Consider a variety of specific situations, from driving on the right-hand side of the road, in our culture, to sharing meat after the hunt, in other cultures.) What would happen if members of a culture were not permitted to express their individuality? How would that make them feel?* 2. Define the limits of individuality and conformity that can be tolerated within a culture. — *How is individuality rewarded/punished in various culture settings?* — *To what extent can individuality or conformity be tolerated before the physical and mental survival of members of a culture is threatened?*	**1. Generalization** Groups of people establish institutions to enable individuals to meet their basic needs. Conflicts may arise if individuals or groups perceive the fulfillment of their needs as contrary to the roles, norms and values established by their institutions. **2. Concepts** 1. Culture 2. Norms 3. Institutions 4. Roles 5. Sanctions 6. Values 7. Belief system **3. Questions to Guide Inquiry** 1. How are cultures organized to satisfy the needs of their members? 2. How are specific needs met within each cultural pattern?	**1. Develop Inquiry Skills** 1. Focus on the issue by — identifying everyday conflicts involving conformity to the norms of society and expressions of individuality. — rewriting the formal issue, substituting specific examples, such as "Should schools be used to inculcate particular beliefs and behaviours?" 2. *Establish research questions and procedures by brainstorming a list of questions designed to collect data on the role of institutions in satisfying the needs of the members of a culture.* 3. Gather and organize data by participating in a simulation to "construct" a culture. 4. Analyze and evaluate data by categorizing behaviours as either social, political, or economic aspects of culture. 5. Synthesize data by — drawing conclusions about the role of institutions in establishing a balance between conformity and individuality in order that human needs can be met within a particular culture.

2. Develop Competencies

1. In value analysis, by examining institutions in our culture to determine the extent to which they encourage conformity and/or individuality.
   - — *In what ways does each of the following institutions inculcate certain beliefs and behaviours in its members:*
     - *school?*
     - *family?*
     - *media?*
   - — *In what ways does each institution encourage individuality?*
   - — *Of the two positions, which seems to dominate in each institution?*
2. In decision-making, by choosing either conformity or individuality, based on the consequences of each.
   - — *What would be the consequences if each alternative was emphasized in a particular institution? Which would you prefer?*
3. In moral reasoning, by testing one's position, using the Universal Consequences Test.
   - — *Assuming that your position was adopted by an institution, how would this institution contribute to the physical and mental well-being of members in our culture over the long term?*

3. Develop Attitudes

1. Of respect for others, by sharing personal ideas and interests.
2. Of objectivity, by discussing factual similarities and differences among institutions without allowing previous understandings and value judgments to interfere.

3. How do social, economic, and political aspects of culture interact?
4. How is "culture" learned? What role does language play in the learning of appropriate beliefs and behaviours?
5. How is individual behaviour influenced by culture?
6. How do people express their individuality in our culture? In other cultures?
7. What aspects of culture change most readily? How do institutions help to regulate change?
8. What are the aspects of culture that seem most important in developing a framework for culture inquiry?

   - — developing a general model that could be used to analyze a specific culture.
6. *Resolve the issue by predicting the extent to which conformity or individuality can be tolerated by institutions and by individuals before serious disruption in a culture is experienced.*
7. *Apply the decision by considering the feasibility and desirability of encouraging more conformity or more individuality in some aspect of the school or community.*
8. *Evaluate the decision by examining the appropriateness of encouraging the above change in related situations.*

2. Develop Participation Skills

1. *Support ideas logically by defending, in point form, a decision to encourage more conformity or individuality in some aspect of the school or community.*
2. *Interpret ideas and feelings of others by listening for specific phrases which express a class member's feelings about institutional roles, norms and values and the proper balance between conformity and individuality.*
3. Participate in group decision-making by
   - — applying alternative models (e.g., consensus, majority rule, authority) for arriving at a group decision on a specific issue.
   - — assessing the alternative models in terms of the preferred balance between conformity and individuality.
4. Contribute to a "sense of community" by participating in a simulation which reconstructs culture.

TOPIC B: CASE STUDIES OF NON-INDUSTRIAL SOCIETIES

GRADE SEVEN
PEOPLE AND THEIR CULTURE

In this topic, the framework for culture study that was developed in Topic A is used to examine issues pertaining to the cultures of non-industrial societies today; e.g., Aborigines of Central Australia, Tasaday, Bushmen, Pygmies of the Ituri. As the framework is applied to a specific culture case study, it is expected that students will develop sensitivity to the limitations of any one culture perspective, including their own. Students should be encouraged to refine the original framework to accommodate culture patterns that do not exist in Western technological society (e.g., kinship patterns, mythology as a guide for behaviour).

Competing Values and Social Issue

Ethnocentrism/Empathy
From what perspective should we assess non-industrial cultures?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only*).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify cultural values in a non-industrial society which are central to that society's way of life. — *What are some values that are central to the existence of a non-industrial culture, yet are of less importance in our society? How does this affect our view of their culture?* 2. Define what is meant by ethnocentric and empathetic perspectives. — *How do our experiences shape the way we view people in other cultures? How is our view of others limited when we evaluate them only in terms of ourselves? What does it mean to "put yourself in someone else's shoes"? How is this different from ethnocentrism? How should we define empathy?* — *What specific behaviours demonstrate ethnocentrism? What examples can be found to show that members of Western technological society have sometimes viewed non-industrial*	**1. Generalization** The culture in which one matures is a significant force in the development of one's frame of reference. This in turn influences perceptions of other cultures. **2. Concepts** 1. Frame of reference 2. Natural environment 3. Cultural contact 4. Social change 5. Non-industrial **3. Questions to Guide Inquiry** 1. Where are some non-industrial cultures located? 2. What are the social, political and economic patterns found in the culture(s) being studied? 3. What is the relationship between the natural environment and the way in which this culture satisfies needs?	**1. Develop Inquiry Skills** 1. Focus on the issue by describing alternative frames of reference which we can use to view other cultures. 2. *Establish research questions and procedures using the framework for culture study developed in Topic 7A.* 3. Gather and organize data by — examining artifacts, if available, to determine construction, use and importance of some tools and/or weapons in a selected culture. — viewing photographs/drawings of people in a natural setting to find out how some of their needs are satisfied. — reading political, contour, natural vegetation and/or climate maps to find the location and infer the natural environment (surface features, ocean currents and products) of a selected culture. — constructing a diagram, according to scale, of a selected culture's use of immediate space and surrounding natural environment.

societies from an ethnocentric value perspective? (Consider anthropological studies, missionary work, resource exploitation.)

2. Develop Competencies

1. In value analysis, by identifying the consequences of our ethnocentric (or empathetic) value perspectives on non-industrial cultures, both in the past and today.
   - *What have been the consequences of contact with non-industrial societies in the past? (Consider the impacts of new tools and new ideas. Consider also the annihilation of culture groups and present-day efforts to avoid disrupting the lives of people in non-industrial cultures.)*
2. In moral reasoning, by analyzing contacts between people from non-industrial and Western technological societies.
   - *How desirable are cross-cultural contacts, from the perspectives of non-industrial cultures?*
   - *Using the Role Exchange Test, what would you say are the effects of such interactions on physical and mental welfare.*

3. Develop Attitudes

1. Of empathy for people in non-industrial cultures, by viewing contact with Western technological society from their perspectives.
2. Of respect for evidence, by accepting data which demonstrates positive and negative effects of contact with non-industrial cultures.

4. Are the norms and values of this culture understandable from a Western perspective? From the perspective of the members of the culture?
5. What aspects of the "scientific method" make it an adequate frame of reference for studying and assessing pre-industrial cultures? What are its limitations?
6. What impact has contact with Western technological society had on the culture of non-industrial societies in the past? Consider the impacts that missionaries, anthropologists, resource developers and others have had on pre-industrial cultures. Has cultural influence worked both ways?
7. What is being done today to minimize the harmful effects of culture contact with recently discovered non-industrial societies?

   - completing a data-gathering chart organized according to the framework of research questions developed for the study.
4. Analyze and evaluate data by inferring reasons for alternative views about the impact of cultural contact on non-industrial societies.
5. Synthesize data by using a comparison chart to draw conclusions about the impact of Western technological societies on the non-industrial societies that have been researched.
6. Resolve the issue by identifying the consequences of different perspectives held by missionaries, anthropologists, resource developers and others, past and present, on non-industrial cultures.
7. *Apply the decision by presenting recommendations about the best ways to manage cultural contact situations.*
8. Evaluate the decision by judging the worth of recommendations above, using the principles of the Role Exchange Test.

2. Develop Participation Skills

1. Communicate effectively by making a formal presentation to the class on a selected topic related to the issue, using prepared notes in outline form.
2. Interpret ideas and feelings of others by role-playing a situation in which culture contact has just been made between people from a non-industrial society and people from a Western technological society.
3. *Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer) in the preparation of a group presentation on the issue.*
4. *Contribute to a "sense of community" by supporting class efforts to refine a model for culture study.*

GRADE SEVEN
PEOPLE AND THEIR CULTURE

TOPIC C: CANADA: A MULTICULTURAL SOCIETY

In this topic, students examine issues pertaining to cultural interaction, preservation and adaptation in Canada. It is recommended that the framework developed in Topic 7A be extended and applied here. Case studies should focus on at least three cultural/ethnic groups, including one of the native people (Metis, Indian, Inuit). Student research should involve an examination of relevant historical and geographic background for each ethnic group.

The study might include consideration of the fact that some Canadians may not be involved with their ethnicity, and are often more influenced by regional, class, urban or rural identities.

Competing Values and Social Issue

Minority Rights/Majority Welfare
To what extent should Canadians be encouraged to retain their ethnic/cultural heritage?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. **Develop Understanding of Values**
   1. Define the values of minority rights and majority welfare.
      — *What are some minority rights that are valued by ethnic/cultural groups in Canada? What is the "welfare of the majority"? How is the majority served/not served by denying ethnic/cultural groups their minority rights?*
   2. Describe ways in which cultural and ethnic groups have demonstrated the importance of minority rights in creating Canadian culture.
      — *What are some minority rights that are valued by ethnic/cultural groups in Canada? What is the "welfare of the majority"? How is the majority served/not served by denying ethnic/cultural groups their minority rights?*
2. **Develop Competencies**
   1. In value analysis, by examining arguments used to support a position based exclusively on the value of either minority rights or majority welfare.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. **Generalization**
   Cross-cultural contact can result in an appreciation of diversity, but may also result in misunderstandings and tensions.
2. **Concepts**
   1. Socialization
   2. Ethnic group/cultural group
   3. Multiculturalism
   4. Ethnic diversity
   5. Discrimination
   6. Assimilation
3. **Questions to Guide Inquiry**
   1. What have been the periods of major migration in Canadian history?
   2. What forces have contributed to the creation of a multicultural society in Canada?
   3. Which cultural and ethnic groups can we identify in our classroom? How does our classroom profile compare with the Canadian cultural and ethnic profile?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. **Develop Inquiry Skills**
   1. Focus on the issue by describing alternative views about cultural identity in Canada.
   2. Establish research questions and procedures by basing data-gathering on alternative hypotheses regarding the solution.
   3. Gather and organize data by
      — creating graphs to show the cultural and ethnic origins of the present Canadian population.
      — paraphrasing, from a variety of sources, the experiences of specific ethnic/cultural groups in Canada.
   4. Analyze and evaluate data by
      — assessing ways that government policies have responded to ethnic/cultural issues in the past and present.
      — recognizing examples of discrimination and prejudice in historical documents.
   5. Synthesize data by drawing conclusions about the problems and benefits of cross-cultural contact.

— *What logical inconsistencies might be found in extreme positions on the issue? (For example, if majority welfare is the only concern, how can the interests of the majority be served when most Canadians have an ethnic background? However, if minority rights are the only concern, how can one ethnic/cultural group avoid limiting the rights of others?)*

2. In decision-making, by defining a position on the issue in terms of what appears to be in the best interests of Canadians.
   — *What position seems to be in the best interests of most Canadians? Have you considered those Canadians who do not identify with any ethnic or cultural group, as well as members of these groups?*
3. In moral reasoning, by testing one's position based on the application of the Role Exchange Test and the Universal Consequences Test.
   — *What would be the consequences of your position for various ethnic groups? If you were a member of one such group, could you accept these consequences? If everybody took the position that you are advocating, would the consequences be desirable or undesirable?*

3. Develop Attitudes

1. Of empathy for others by assuming the role of a spokesman for a selected ethnic or native group.
2. Of objectivity, by being willing to challenge one's own position on the issue after examination of new evidence.

4. What are the distinguishing traditions of these various cultural and ethnic groups?
5. What were the major countries of origin of Canadian ethnic/cultural groups? Why did these groups leave their countries of origin?
6. How did immigrant groups adapt to a new life in Canada?
7. What are some examples of behaviours that Canadians have adopted from other cultures, including native cultures?
8. What are some examples of cultural conflict in Canada?

6. *Resolve the issue by*
   — *formulating alternative solutions which derive from different value positions on the issue.*
   — *predicting the consequences of each alternative solution.*
   — *evaluating each alternative according to the adequacy of supporting evidence, and the consequences of that alternative (using the Universal Consequences Test).*
7. Apply the decision by preparing a plan which would help Canadians live in cultural harmony with each other.
8. *Evaluate the decision, the action and the process by*
   — *identifying the factors which limit knowledge and, therefore, conclusions on the issue.*
   — *asking a representative of a cultural or ethnic group to comment on the plan of action.*
   — *suggesting ways of continuing to learn about the issue both in school and in the community.*

2. Develop Participation Skills

1. Communicate effectively by presenting a short anecdote relating a significant event in one's personal cultural or ethnic history, using prepared notes in outline form.
2. Interpret the feelings of self and others by taking part in a role-playing exercise related to the immigration selection process in Canada's past or present.
3. *Participate in group work and decision-making by*
   — *learning to challenge ideas, not individuals.*
   — *respecting the opinions of others.*
4. *Contribute to a "sense of community" by taking steps to make immigrant or minority students feel welcome in the classroom and school.*

TOPIC A: CANADA: DEVELOPMENT OF A NATION

GRADE EIGHT
PEOPLE AND THEIR INSTITUTIONS

This topic requires students to focus on issues relating to the growth of political institutions in Canada. Inquiry should begin with an awareness of political processes in the students' own lives (family, school, group membership), and lead to an understanding of why we have the types of political institutions we have today, and how the shape of these institutions has been influenced by Canadian groups and individuals.

The historical part of the topic should begin in the 19th century and trace the development of representative and responsible government.

Students should also be introduced to current issues and needs in Canadian Confederation.

Competing Values and Social Issue

Loyalty to Institutions/Institutional Reform
Should Canadians change the nature of their political institutions?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (*Questions in italicized print are illustrative only*).	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify loyalty to institutions/commitment to institutional reform as values which have influenced Canada's political institutions in the past. — *Why have Canada's political institutions evolved slowly rather than changed abruptly as in other countries like France and the United States?* — *In what ways have loyalty/reform characterized significant events in Canada's political history?* 2. Define loyalty and reform from different perspectives. — *What is meant by loyalty? By reform? How would someone who is interested in keeping our present political institutions from changing define reform and loyalty? How might someone who would like to change our political institutions define reform and loyalty?*	**1. Generalization** Changes in Canadian political institutions have tended to reflect forces that are both internal and external to the institutions themselves. **2. Concepts** 1. Democracy 2. Federalism 3. Representative government 4. Responsible government 5. Constitutional government 6. Influence **3. Questions to Guide Inquiry** 1. How are decisions made in groups that you belong to (e.g., family, Students' Union)? What does it mean to be "political"? 2. What is a "political institution"? What are Canada's major political institutions? 3. What levels of government are there in Canada? What characteristics do they have in common?	**1. Develop Inquiry Skills** 1. *Focus on the issue by describing examples of historical and current concerns about the appropriateness of Canada's political institutions to the needs of Canadians.* 2. *Establish research questions and procedures by working in small groups and then sharing ideas with other groups in class.* 3. Gather and organize data by — reading and interpreting historical maps (to uncover relationships between geography and the events in the development of the Canadian nation). — reading and interpreting charts showing the structure and development of Canadian political institutions. — reading and interpreting historical maps (to uncover relationships between geography and the events in the development of the Canadian nation). — constructing a timeline of major events shaping Canada's political institutions.

3. Describe examples of how Canadians in the past demonstrated their loyalty to the political institutions of the time, and how other Canadians demonstrated that reform to meet emerging needs was very important to them.
   — *Who were (are) some Canadians whom we consider to have played important roles in determining the kinds of political institutions we have today? What values underlay their aspirations and efforts?*

2. Develop Competencies

1. In value analysis, by examining alternative suggestions about the future of specific political institutions in Canada to determine what value position each is based on.
   — *What specific suggestions have been offered about changing the following political institutions:*
   - *B.N.A. Act?*
   - *division of powers?*
   - *voting rights?*

   — *What alternative views have also been presented regarding changes in these institutions? What value positions are revealed by these suggestions and alternative views?*
2. In decision-making, by choosing the value position that is most appropriate based on the apparent consequences of each alternative for change.
   — *For each recommendation for change, what is your view of the possible consequences?*
3. In moral reasoning, by defending one's choice based on the long term consequences of each recommendation for change.
   — *What would be the long term effect if that change was/was not instituted?*

3. Develop Attitudes

1. Of positive self-esteem, through interacting effectively with a political institution.
2. Of support for rational inquiry as a means of resolving the issue.

4. How did events like the following affect the development of Canadian political institutions:
   — Rebellions of 1837?
   — The Durham Report, 1840?
   — Act of Union, 1841?
   — B.N.A. Act, 1867?
   — Change in Franchise, 1917?
   — Statute of Westminster, 1931?
5. In what ways were Canada's political institutions modeled on British, French, and American institutions?
6. What are some examples of the division of powers between federal and provincial governments?

4. Analyze and evaluate data by
   — comparing alternative points of view about political change present in the colonies prior to Confederation.
   — categorizing the political persuasion of selected historical Canadians as radicals, moderate reformers, or conservatives.
   — examining, for bias and emotionalism, present-day arguments in support of, or against, changes in Canada's political institutions.
5. Synthesize data by relating the causes and effects of significant events in the development of Canada's political institutions.
6. *Resolve the issue by predicting the consequences of changes in selected political institutions.*
7. Apply the decision by examining the feasibility and desirability of change in a political institution, e.g., constitution of the Students' Council.
8. *Evaluate the process by critically examining the learning activities in the unit for their short and long term value.*

2. Develop Participation Skills

1. *Communicate effectively by preparing an outline and writing a multiple paragraph composition comparing two distinct perspectives on change in a Canadian political institution.*
2. *Interpret ideas and feelings of others by examining the dilemmas that historical Canadians faced in their attempts to shape political institutions.*
3. Participate in group decision-making by applying the rules of parliamentary procedure to resolve a disagreement.
4. Contribute to a "sense of community" by demonstrating a willingness to share ideas, materials and tasks with co-researchers.

TOPIC B: CANADA: DEVELOPMENT OF THE INDIVIDUAL AND INSTITUTIONS

GRADE EIGHT
PEOPLE AND THEIR INSTITUTIONS

This topic focuses on issues that derive from interactions between individuals and their immediate institutions. Particular emphasis is placed on the ways in which the selected institutions affect the lives of Canadians, and ways that young people can create constructive relationships with basic institutions. One or more institutions should be selected for study from the following: law, education, the Arts, science, commerce and religion.

Inquiry should enable students to recognize ways that institutions have been modified over time in response to the needs and demands of individual Canadians and groups of Canadians, and ways that institutions have contributed to the development of Canadians as individuals and as a society.

Competing Values and Social Issue

Individual Freedom/Social Responsibility
How should individuals relate to established Canadian institutions?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Define what is meant by one's individual freedom and one's responsibilities to others within the context of good citizenship. — *What is "good citizenship" and how would you define the balance between the rights of the individual and the welfare of society?* 2. Describe the behaviours of Canadian citizens (historical and contemporary) who have shown that they value individual freedom as well as responsibility to others when interacting within a Canadian institution. — *What are some examples that demonstrate that, in interacting with established institutions, Canadian citizens value freedom? What are some examples of individuals having placed a sense of responsibility to others ahead of their concern for individual freedom?*	**1. Generalization** The values that people hold influence their relationships with established institutions. Value conflicts between individuals and their institutions often arise, and may result in social change. **2. Concepts** 1. Institution 2. System 3. Change 4. Innovation 5. Influence 6. Rule of law **3. Questions to Guide Inquiry** 1. What is an "institution"? What are some of the ways in which institutions can be categorized?	**1. Develop Inquiry Skills** 1. Identify and focus on the issue by — finding specific examples from the past and present of attempts to change specific Canadian institutions. — creating a social issue from the above examples. — identifying the values apparent in alternative positions on the issue. — grouping them according to whether they reflect a concern for either individual freedom or social responsibility. 2. Establish research questions and procedures by brainstorming and then refining a list of data-gathering questions. 3. Gather and organize data by reading and interpreting historical case studies and current newspaper articles on individuals interacting with Canadian institutions. 4. Analyze and evaluate data by inferring reasons for varying perspectives about individuals and their impact on Canadian institutions.

2. Develop Competencies

1. In value analysis, by examining conflicting values evident in a selected issue about changes in an established institution.
   — *What are the alternative value positions on this issue? (Select a specific issue related to change in an institution, such as the enforcement of curfew.) What value conflicts are evident? To what extent can these conflicts be viewed as conflicts of individual freedom/social responsibility?*
2. In moral reasoning, by defending one's position on the issue from the perspectives of at least two groups in society who are significantly affected by it. (Role Exchange Test.)
   — *How would others who are significantly affected by the issue feel about your decision? How would you make them understand your present position? With their interests in mind, can you still defend your position?*

3. Develop Attitudes

1. Of confidence in one's personal ability to influence a Canadian institution.
2. Of respect for the role of individuals in creating and shaping Canadian institutions.
3. Of objectivity, by defending a personal decision on an issue from the perspective of the two groups most affected by that decision.

2. What are the individual's responsibilities to various institutions in a democratic society? What are the institution's responsibilities to the individual? How has this dichotomy created immense personal conflict for many "agents of change" in Canadian history?
3. What procedures can be used to change institutions? (e.g. How are laws changed?)
4. How have outstanding Canadians effected changes in our institutions (e.g. law, business, education)?
5. What social conditions have influenced "agents of change" in Canadian history?
6. What aspects of Canadian institutions have continued to remain stable through processes of change? How have individuals and groups contributed to this stability?

5. Synthesize data by deducing logical conclusions about the benefits and limitations of individuals attempting to make an impact on established institutions.
6. Resolve the issue by
   — developing a list of alternative actions regarding the issue.
   — rank ordering this list according to individual conceptions of good citizenship.
   — defending one's decision from another perspective.
7. *Apply the decision by considering the feasibility and desirability of taking personal action.*
8. Evaluate the process by considering how inquiry into this topic could continue as everyday interactions with Canadian institutions are conducted.

2. Develop Participation Skills

1. *Communicate effectively by expressing an opinion orally (about ways in which individuals can affect their institutions) and providing supporting evidence.*
2. Interpret ideas and feelings of others by listening to representatives of institutions being studied, and inquiring as to how they maintain positive relationships with their institutions.
3. *Participate in group decision-making by providing ideas about the desirability and feasibility of effecting changes in the daily operations of an institution.*
4. *Contribute to a "sense of community" by sharing judgments about the effects of the study on personal attitudes, skills, and understandings.*

TOPIC C: NATIONHOOD AND CITIZENSHIP IN ASIA AND AFRICA

GRADE EIGHT
PEOPLE AND THEIR INSTITUTIONS

In this topic, students examine an issue related to imperialism and the development of nations. One nation from each of the continents of Asia and Africa should be selected for comparison during the study.

Major attention should be given to four historical periods in the development of the nations studied: Pre-Imperialism, Western Domination, Struggle for Independence, Modernization Since Independence.

Emphasis should be placed on how institutions have changed during these periods in the nations being studied. Inquiry should acknowledge the extreme difficulties that nations must contend with in attempting, at one and the same time, to be sensitive to an indigenous way of life while seeking aspects of modernization.

Competing Values and Social Issue

Modernization/Maintenance of Traditional Culture
Should developing nations strive to retain their indigenous culture and institutions or become part of the "modern" world?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify the values that are in conflict when developing nations attempt to respond to the basic needs of their citizens. — *What efforts have people in developing nations made to improve their standard of living? In what ways have they protected their culture and institutions from change? What values are demonstrated by these actions?* **2. Develop Competencies** 1. In value analysis, by identifying alternate solutions to the issue. — *Using the Role Exchange Test, what would be your present recommendation for resolution of the issue?*	**1. Generalization** Since gaining independence from colonial powers, less-developed nations have attempted to develop their economies while maintaining important cultural traditions. **2. Concepts** 1. Imperialism 2. Independence 3. Indigenous way of life 4. Economic development 5. International assistance **3. Questions to Guide Inquiry** 1. What were some of the dominant features of the indigenous cultures of the societies selected for study? 2. Why did Western nations take over large parts of the world between 1870 and 1920? How did they justify their involvement in Asia and Africa?	**1. Develop Inquiry Skills** 1. Focus on the issue by identifying the conflict between the desire for modernization and desire to maintain cultural traditions. 2. *Establish research questions and procedures to investigate the issue in two nations across the four prescribed historical periods.* 3. Gather and organize data by — reading original accounts (if available) which describe encounters between Westerners and Africans/Asians. — interpreting political maps of Africa/Asia before the imperialist powers arrived, just after W.W. II, and today. — reading bar and line graphs to interpret trends in population growth and economic development in Africa/Asia. 4. Analyze and evaluate data by comparing processes of modernization across the nations under study, checking for bias and the accuracy of documentation.

3. **Develop Attitudes**

1. Of respect for the efforts of people in developing nations to resolve issues of cultural and institutional change.
2. Of open-mindedness, by being willing to view issues of modernization from the perspective of someone in a developing nation.
   — *Applying the Role Exchange Test, how do you think an individual in the country under study would view (specific instances of) modernization in Canada?*

3. What impact did imperialism have on institutions and culture in these countries?
4. What forces led to independence? What roles did key individuals play in struggles for independence?
5. What efforts to modernize have been made by these nations?
6. What aspects of their indigenous institutions and culture have they tried to retain?
7. What is the range of reactions among developing countries when Western nations offer economic assistance?

5. Synthesize data by formulating generalizations about the impact of imperialism on African/Asian nations, and problems of development experienced in these nations recently.
6. *Resolve the issue by examining the values underlying alternative strategies for improving the economy in African/Asian societies.*
7. *Apply the decision by creating a plan for assisting developing nations through Canadian institutions.*
8. *Evaluate the decision by assessing the extent to which the above plan would strengthen indigenous institutions and also promote economic growth in a developing nation.*

2. **Develop Participation Skill**

1. Communicate effectively by writing a multiple paragraph composition to express and justify an opinion about developing nations.
2. *Interpret ideas and feelings of people in developing nations by seeking to avoid stereotypes, and checking one's perceptions with other students.*
3. Participate in group work and decision-making by negotiating the allocation of tasks with group members.
4. *Contribute to a "sense of community" by helping create a plan of action to research the topic and resolve the issue.*

GRADE NINE
PEOPLE AND THEIR TECHNOLOGY

TOPIC A: SELECTED MARKET ECONOMIES

In this topic, students examine issues related to the growth of industrialization in Great Britain (and, if desired, the United States) in the eighteenth and nineteenth centuries. Major concern should be with the social and economic impacts of industrialization in the nation(s) studied. Inquiry should include the emergence of large-scale enterprise, increases in productivity, adjustments in working conditions, and the growth and influence of organized labour. Comparative examples should also be drawn from Canadian society to show how technology has changed, and continues to change, our quality of life. If time permits, comparisons with processes of industrialization in post-war Japan might also be made.

Competing Values and Social Issue

Materialism/Quality of Life (Aesthetics, Family and Community Solidarity, Craftsmanship, etc.)
Should societies limit industrial growth?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify materialism and quality of life as two values influencing perspectives on industrial growth in market economies. — *What did many factory owners in 18th century Britain and/or 19th century U.S.A. seem to value most? What did the union leaders seem to value at this time?* — *What are some sub-value conflicts that can be derived from the major issue and competing values? (e.g., progress vs tradition; technological efficiency vs craftsmanship.)* 2. Describe behaviours of producers and consumers which demonstrate that both materialism and quality of life are valued in a market economy today. — *Is it true that, when it comes to industrial growth, factory owners, union leaders and consumers value materialism and quality of life differently?* — *How would a representative of each group likely respond to specific quality of life issues?*	**1. Generalization** Processes of industrialization, accompanied by rapid technological change, result in the need for new ways to resolve disputes in a society's economic and social systems. **2. Concepts** 1. Materialism 2. Quality of life 3. Scarcity 4. Industrialization 5. Technological change 6. Market economy 7. Labour/management relations **3. Questions to Guide Inquiry** 1. What is an industrial revolution and what are its causes? 2. How did the concept of "market economy" develop and operate?	**1. Develop Inquiry Skills** 1. Focus on the issue by describing an issue related to industrialization, and discussing its range of effects on a society. 2. *Establish research questions to explore how technological change affected productivity in the eighteenth and nineteenth centuries.* 3. Gather and organize data by — interviewing, if possible, employee(s), employer(s) and politician(s) to compare views about relationships between business, labour and government. — reviewing a variety of print and non-print materials depicting the growth of industrialization, and reporting on their potential usefulness for the research. 4. Analyze data by comparing points of view about relationships between materialism, quality of life and industrial growth. 5. Synthesize data by formulating alternative solutions to the problem of whether or not industrial growth should be limited in Canada.

2. Develop Competencies

1. In value analysis, by identifying apparent value conflicts in perspectives of labour, business and government in dealing with the issue of limiting industrial growth.
   — *What conflicts in values seem to underlie the limiting of industrial growth:*
   - *from the perspective of labour?*
   - *from the perspective of business?*
   - *from the perspective of government?*
2. In decision-making, by rank ordering a set of personal values in order to choose the best position to take on the issue.
   — *How would you rank order the values brought out by these different perspectives? What position seems to be the best to you?*
3. In moral reasoning, by justifying a personal position on the issue according to whether or not it will lead to enhanced human dignity (using the Subsumption Test).
   — *How well does your position ultimately enhance human dignity? How do you justify this claim?*

3. Develop Attitudes

1. Of appreciation that people, as consumers, can influence what is produced.
2. Of respect for the efforts of early industrialists and labour organizers to raise living standards.
3. Of respect for free and open inquiry by demonstrating a willingness to question the values which underlie continued industrial growth.

3. What impact did the market economy have on eighteenth and nineteenth century societies in Britain and/or the U.S.A.?
4. What costs and benefits are derived from an industrial revolution?
5. How have labour/management relations changed as unions, corporations and governments have increased in size and complexity?
6. What were some of the geographic factors that influenced industrialization in the eighteenth century?

6. *Resolve the issue by considering the feasibility and desirability of taking action on alternative solutions to problems arising from industrial growth.*
7. *Apply the decision by considering the effects of "factory" aspects of school/classroom organization (e.g., timetables, routine, overtime, standards, supervision, impersonality, etc.).*
8. Evaluate the inquiry by determining whether to continue exploring problems related to the resolution of disputes in the contemporary social and economic systems.

2. Develop Participation Skills

1. Communicate effectively by writing a research paper that includes factual, value and policy claims.
2. *Interpret feelings and ideas of others by writing paragraphs from the perspectives of a child labourer and an employer during the industrial revolution.*
3. Participate in group decision-making by settling a simulated labour/management dispute.
4. *Contribute to a "sense of community" by assisting in a group project to analyze "factory" elements of schooling, and creating a responsive plan of action for the classroom or school.*

TOPIC B: SELECTED CENTRALLY PLANNED ECONOMIES

GRADE NINE
PEOPLE AND THEIR TECHNOLOGY

In this topic, students examine issues arising from the development and continued use of a centrally planned economy by the Union of Soviet Socialist Republics. Major emphasis should be placed on the principles of a centrally planned economy and how it has influenced, and continues to influence, people's lives in the U.S.S.R. If time permits, reference to other centrally planned economies, such as those of Latin American nations, or selected Arab states, would provide a very meaningful extension of the major study.

Competing Values and Social Issue

Individual Freedom/Government Control for the Common Good
Should governments have the right to restrict personal freedoms in the interest of the state?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalizations and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify how the values of the common good and individual freedom conflict in centrally planned economies such as in the Soviet Union. — *In what way(s) does the value of government control for the common good conflict with individual freedom in the Soviet Union? Why can't a centrally planned economy tolerate individual freedom to the extent that exists in a market economy?* 2. Define the "common good" from a Soviet's perspective and from a Canadian's perspective. **2. Develop Competencies** 1. In value analysis, by distinguishing between factual claims (or judgments) in various positions on the issue. — *In examining various positions on the costs and benefits of central planning, which statements can be classified as factual claims (supported by evidence) and which as value claims (someone's idea of the worth of something)?*	**1. Generalization** In a centrally planned economy, economic decisions are made according to plans set by central authority. **2. Concepts** 1. Centralization 2. Centrally planned economy 3. Control 4. Welfare of the state 5. Mixed economy **3. Questions to Guide Inquiry** 1. What are the major principles of a "centrally planned economy"? 2. Who makes the economic decisions in a centrally planned economy? 3. How is economic decision-making related to political structures and processes?	**1. Develop Inquiry Skills** 1. *Identify the factual, definitional and policy elements of a social issue regarding the allocation of resources in a centrally planned economy.* 2. Select appropriate resources and techniques for research into elements of the issue as it applies to the U.S.S.R. 3. Gather and organize data by reading and interpreting a variety of materials as well as tables, graphs and maps depicting relevant economic data. 4. Analyze and evaluate data by discriminating between authoritative documentation and propaganda when examining print material on the benefits of central planning. 5. Synthesize data by relating the effects of a centrally planned economy to aspects of lifestyles like consumerism, education, work and leisure, and individual rights and freedoms.

2. In decision-making, by predicting the consequences of government control for the common good on an economy, and the possible impact on the lifestyles of people in that society.
   — *What are some of the consequences of government control on an economy? How does extreme control affect the lifestyles of the citizen in terms of*
   - *consumer decisions?*
   - *deciding where to live?*
   - *protecting religious and cultural freedoms?*
   - *political decision-making?*
   - *equality of all citizens?*
3. In moral reasoning, by supporting a personal position on the issue with a defence based on the principle of human dignity.
   — *How does the position selected on the issue contribute to the well-being of all people in the society, including the poor, for the near future and distant future?*

3. Develop Attitudes

1. Of appreciation for the attempts made to improve the use and distribution of resources so as to provide for human needs and wants better than before.
2. Of tentativeness of interpretations by demonstrating a willingness to withhold final judgment on the value of central planning until greater understanding is acquired.

4. What decision-making role does the individual play in a centrally planned economy?
5. How are the lifestyles of citizens affected in a state controlled economy?
6. In which countries is economic planning characterized by government control and centralization?
7. How did the Soviet Union develop a centrally planned economy?
8. What impact does the centrally planned economy of the Soviet Union have on the different cultural groups in that country today?

6. Resolve the issue by expressing a preference for either a market, centrally planned or mixed economy in relation to specific aspects of lifestyle.
7. *Apply the decision by creating a five-year plan which would help achieve a personal, school, or community goal.*
8. *Evaluate the plan by consulting with appropriate authorities to assess its utility and value base.*

2. Develop Participation Skills

1. *Communicate effectively by expressing a point of view regarding the effectiveness of different economic systems and their impact on lifestyles.*
2. Interpret ideas and feelings of others by hearing presentations for and against centrally planned economies, and asking clarifying questions.
3. *Participate in group decision-making by trying to reach group consensus on the advantages and disadvantages of living in a centrally planned economy.*
4. Assist in a group project by serving as a research organizer or spokesman to express the group's position (e.g., in regard to the advantages and disadvantages of centrally planned economies).

TOPIC C: INDUSTRIALIZATION IN CANADA

GRADE NINE
PEOPLE AND THEIR TECHNOLOGY

In this topic, students examine issues related to the impact of technology upon the past, present and future development of Canadian industry. Case studies of technological developments and applications should be selected so as to include one or more of the following levels of industry: primary (e.g., agriculture, fishing), secondary (e.g., manufacturing), and service (e.g., communications, transportation). Inquiry into this topic should incorporate appropriate concepts from Canadian geography, as well as consideration of the impact of industrialization on the physical environment.

Competing Values and Social Issue

Conservation/Material Welfare
Should the introduction of new technologies be controlled in Canada?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify conflicting values evident in a variety of perspectives about controlling the introduction of new technology in industry. — *What perspective toward the introduction and use of new technology in industry might be held by environmentalists? Investors? Workers? Consumers?* — *What conflicts in values are evident in these perspectives?* **2. Develop Competencies** 1. In moral reasoning, by deducing a value position and testing it against other value positions considered important. — *For a particular case study, which value position would you adopt, material welfare or conservation? What factual evidence can you give to support your choice? In support of the opposing value position? Do such reasons reflect an inherent contradiction? Which of these value positions do you consider*	**1. Generalization** When new technology is introduced into industry, conflict often arises among individuals and groups within the society. In particular, choices must frequently be made between conservation and industrialization. **2. Concepts** 1. Materialism 2. Conservation 3. Technological change 4. Primary, secondary and service industries 5. Demography **3. Questions to Guide Inquiry** 1. What are the three levels of industry? In the case of Canada, how do they interrelate? 2. What are some examples of new technologies introduced into the three levels of industry?	**1. Develop Inquiry Skills** 1. Identify and focus on an issue dealing with the introduction of new technology into industry, and its impact on Canadians and their environment. 2. *Formulate research questions by discussing how the effects of new technology on quality of life in Canada can be determined.* 3. Gather and organize data by — reading and interpreting maps (of different projections and scales) which relate the location and development of industries in the different regions of Canada. 4. Evaluate data by isolating bias and/or emotionalism in at least two different viewpoints about controlling the introduction of new technology. 5. Synthesize data by formulating generalizations to relate the introduction of new technology in industry to broad goals of Canadian society.

to be more important? (i.e., Which one would you give up if it conflicted with the other?) Why? What happens when you apply the Subsumption Test to your choice?

3. **Develop Attitudes**
   1. Of concern for others, by demonstrating a willingness to predict the consequences of technological change for a variety of persons and groups.
   2. Of tolerance for ambiguity by recognizing that material welfare and conservation are perceived by many people as not mutually exclusive.
      — *Is a balance of the two values a justifiable position in relation to industrialization in Canada?*

3. What has been the impact of technological changes on people in the three kinds of industries? On people outside these three kinds of industries?
4. In what ways have processes of industrialization in Canada created conflict? In what ways have they created co-operation?
5. How have advances in technology contributed to increased contact and interaction between different regions in Canada?
6. How do developments in technology indirectly influence issues of national identity and unity?
7. How will Canadian society be affected by newer technologies such as hydroponics, silicon chips, computers, etc.?

6. Resolve the issue by predicting the consequences for Canada's future of encouraging or discouraging specific technological advances in industry.
7. Apply the decision by creating a plan to assess the predicted impact of a selected technological change on your community, school or classroom.
8. *Evaluate the application of the plan in terms of consistency between predictions and actual impact of new technology.*

2. **Develop Participation Skills**
   1. *Communicate effectively by helping to prepare and deliver a group position paper in response to the issue for inquiry.*
   2. Interpret the ideas and feelings of those who would be affected by a specific technological change in a Canadian industry.
   3. *Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer, Devil's Advocate) in preparing a group report.*
   4. *Demonstrate a "sense of community" by sharing points about using technology to improve quality of life in Canada.*

Grade Ten: Participatory Citizenship

Grade Eleven: Global Issues

Grade Twelve: Global Issues

GRADE TEN
PARTICIPATORY CITIZENSHIP

TOPIC A: HUMAN RIGHTS IN CANADA

In this topic, students examine Canadian issues involving the competing values of individual freedom and social control. Themes should focus on contemporary and historical concerns such as: freedom of speech (War Measures Act 1970), protection against arbitrary, prejudicial or discriminatory actions by others (Human Rights Commission and Canadian Bill of Rights), language rights (Manitoba School Act), Canadian participation in international human rights movements (Amnesty International), and the role of government at various levels in relation to human rights issues.

Inquiry into this topic should provide students with opportunities to make judgments about their individual responsibilities in protecting the human rights of themselves and others.

Competing Values and Social Issue

Individual Freedom/Social Control
To what extent should governments limit personal freedom in order to maintain social control?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Identify personal experiences in which values of individual freedom have conflicted with those of social control.
   - — *What experience have you had involving conflict between individual freedom and social control (personal and immediate as well as abstract and distant)?*
2. Describe situations involving conflict between individual freedom and social control in Canadian history.
   - — *How do situations in everyday life involve conflict between freedom and control? How do selected historical Canadian events reflect such a conflict?*

2. Develop Competencies

1. In value analysis, by assessing the degree of logical consistency in one's reactions to a variety of freedom/control conflicts.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

All societies have systems of social control. Conflicts arise between values of personal freedom and social control when both are sought.

2. Concepts

1. Justice
2. Citizenship
3. Government
4. Freedom
5. Social control

3. Questions to Guide Inquiry

1. What are human rights? Which of these exist in Canada today? Do all Canadians have the same human rights?
2. What are the responsibilities of government in maintaining the personal freedom of its citizens? What are some responsibilities of individual citizens to Canadian society?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. *Identify and focus on the issue by describing situations and/or historical episodes in which individual freedom is/was in conflict with social control.*
2. Formulate research questions and hypotheses for case studies of conflict between individual freedom and social control in Canadian history.
3. Gather and organize data by
   - — reading about, or listening to, firsthand accounts of perceived violations of human rights.
   - — observing and listening to audiovisual material to gain perspectives on human rights issues in Canadian history.
   - — observing and listening to audiovisual materials to gain perspectives on human rights issues in other countries.
4. Analyze and evaluate data by identifying discrepancies in the accounts of participants and observers in human rights case studies.

— *After classifying your reactions to a variety of conflicts on a freedom control continuum, judge whether your reactions are consistent from one case to another. What principles appear to underlie your positions?*

2. In decision-making, by reassessing priorities relating to values of individual rights and social control in the light of acquired knowledge.
   — *After examining competing arguments in selected historical Canadian events, are your value priorities still the same?*
3. In moral reasoning, by developing a personal definition of "justice" and testing it using the New Cases Test.
   — *Do the principles that you have adopted apply equally well to new cases (e.g., seat belts, liquor, traffic control)?*
   — *How does this definition of justice compare with other developed definitions?*

3. Develop Attitudes

Of respect for evidence, by demonstrating a willingness to reflect on the adequacy of one's value priorities on the basis of new evidence.

3. What is social control? How is the Canadian system of government structured to achieve social control and protect individual freedom? What are some examples of government and non-government social control in Canada? What are some examples of the protection of individual freedom?
4. What was the nature of the conflict between the values of individual freedom and social control in Canada in historical episodes such as: Manitoba School Act, Frohibition, World War II internments, War Measures Act, 1970?
5. What are some methods (governmental and non-governmental) by which individuals may influence the resolution of human rights issues?
6. What are some examples of perceived violations of human rights outside Canada?
7. What international avenues are available for the redress of human rights grievances?

5. Synthesize data by formulating generalizations about causes of conflict between individual freedom and social control.
6. *Resolve the issue by making a decision on the social issue, and justifying it in terms of a personal definition of "justice".*
7. *Apply the decision by creating a plan for handling a violation of individual or group rights.*
8. Evaluate the decision, the process, and (where pertinent) the action by judging the worth of the plan, using criteria from a personal definition of justice.

2. Develop Participation Skills

1. *Communicate effectively by preparing and presenting a list of principles for a charter of human rights based on a concept of justice.*
2. Interpret ideas and feelings of self and others by reflecting on the adequacy of personal values in relation to specific human rights issues.
3. Participate in making a group decision about the preferred relationship between the competing values for the social issue.
4. *Demonstrate a sense of sharing of group goals and aspirations, by helping to create a plan to prevent violations of individual or group rights within the student community.*

GRADE TEN
PARTICIPATORY CITIZENSHIP

TOPIC B: CANADIAN UNITY

In this topic, students examine issues of continuing significance to Canadian unity. In the course of the study, several themes should be examined including federal-provincial rights, regional disparities, and cultural relationships. The historical, political, economic, cultural and geographic influences on Canadian attitudes concerning national unity should be emphasized. Students should recognize that Canadian unity has been a recurring issue, that Canadians and their governments have tried to resolve it in various ways, and that they, as individuals and in groups, can influence the course of national unity.

Competing Values and Social Issue

Provincial Autonomy/Federal Power
To what extent are the competing forces of provincial autonomy and federal centralization of power compatible with national unity?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify and describe value positions associated with different historical, political, economic, cultural and geographic influences on Canadian unity. — *In what ways do variations in these influences (historical, political, economic, cultural and geographic) create identifiable differences in value positions associated with the distribution of power in Canada?* **2. Develop Competencies** 1. In value analysis, by distinguishing between factual claims and value claims in various position statements about provincial autonomy and federal centralization of power. — *In examining a variety of position statements on the themes of provincial autonomy and federal centralization of power, which arguments can be classified as factual claims (empirically or analytically testable) and which as value claims (about the worth of something)?*	**1. Generalization** In nations like Canada where geographic, cultural, and economic differences exist, striving for an acceptable form of national unity leads to continuous readjustments of power between different levels of government. **2. Concepts** 1. Provincialism 2. Regionalism 3. Federalism 4. Separatism 5. Identity 6. Constitution **3. Questions to Guide Inquiry** 1. What is "national unity"? What factors are involved in creating national unity? 2. What is the significance of the British North America Act in the consideration of issues relating to Canadian national unity?	**1. Develop Inquiry Skills** 1. Focus on the issue by identifying value and factual elements contained in different ideas about national unity. 2. *Formulate research questions to increase understanding of historical, political, economic, cultural and geographic influences on unity.* 3. Gather and organize data by — interpreting contemporary and historical documents relating to the issue. — recording major events signifying the role of government. — summarizing the documents examined. 4. Analyze and evaluate data by identifying objectivity and subjectivity in historical and contemporary positions on unity issues. 5. Synthesize data by formulating generalizations relating national unity to federal and provincial powers.

2. In value analysis, by assessing the evidence that is offered in support of a value position.
   — *Are the factual claims given in support of a particular value claim relevant? Are they supported by factual evidence?*

3. **Develop Attitudes**

   Of tolerance for ambiguity, by imaginatively taking two or more conflicting perspectives on issues involving provincial autonomy and federal centralization of power.
   — *At a recent federal-provincial conference on constitutional reform, what did the various speakers regard as the most important considerations? Why would they consider these as relevant? (i.e., What rules or standards were they employing?)*

3. What has been the nature of the development of a distinctive French Canadian culture since 1760? How has this development affected French/English relations?
4. What are the purported advantages/disadvantages of having a strong federal government? Strong provincial governments?
5. How have the relationships between the federal and provincial levels of government changed over the years since Confederation?
6. In what ways do historical events such as the following represent conflicts between federal and provincial levels of government in Canadian history:
   — issues of political autonomy in the North West Territories in the 1870's?
   — issues of monetary currency in Alberta in the 1930's?
   — issues of health coverage in Saskatchewan in the 1960's?
   — issues of cultural control in Quebec in the 1970's?
   — issues of political separation in Quebec in the 1970's?
   — issues of bilingualism in Canada in the 1970's?
   — issues of resource control in Alberta in the 1970's and 1980's?
7. In what ways does the existing federal/provincial distribution of power influence the outcomes of issues like
   — economic disparities between regions and provinces?
   — constitutional change?
8. What changes have been advocated by the federal government and various provinces in recent constitutional debates?

6. Resolve the issue by formulating alternative solutions to current problems of national unity, listing probable consequences of each, and making a policy decision.
7. Apply the decision by creating a plan of action for constitutional amendment.
8. *Evaluate the process and plan of action by determining whether to extend inquiry in current applications of the social issue.*

2. **Develop Participation Skills**

1. *Communicate effectively by expressing ideas clearly and succinctly while building a group definition of "national unity".*
2. *Interpret ideas and feelings of self and others by summarizing main ideas presented, and checking for accuracy with presenters.*
3. Participate in group decision-making by negotiating a plan of action for constitutional amendment.
4. Contribute to a "sense of community" by identifying points of agreement among group members.

GRADE TEN
PARTICIPATORY CITIZENSHIP

TOPIC C: CANADA AND THE WORLD

This topic provides opportunities for students to broaden their perspective of citizenship by examining factors which influence Canada's involvement in the global community of nations. Attention will be given to issues having their basis in questions of peace and security; the regulation of international trade; foreign investment and immigration; and scientific, sporting and cultural exchanges.

Canada's historical relationships with the Commonwealth and with the United States should also be considered.

Competing Values and Social Issue

National Self-Interest/Global Concern
To what extent should Canada's foreign policies be based on national self-interests?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify the extent to which the values of national self-interest and global concern are reflected in a variety of Canadian policies governing relationships with other nations. — *In which of Canada's foreign policies does the value of national self-interest predominate? In which does the value of national self-interest appear to give way to concern for global welfare?* 2. Define the meaning of national self-interest and of global concern from the point of view of Canadian foreign policymakers. — *How do Canadian foreign policymakers define national self-interest and global concern? If policy statements do not define such concepts explicitly, what implicit definitions are identifiable?* **2. Develop Competencies** 1. In decision-making, by predicting the consequences of alternative foreign policies on Canadians and on other nations.	**1. Generalization** A country's foreign policies are influenced and limited by its political, economic, social and cultural needs. These needs give rise to international agreements and participation in international organizations. **2. Concepts** 1. Interdependence (economic, political, cultural) 2. Cultural mosaic 3. Collective security 4. Foreign ownership/investment 5. Sovereignty **3. Questions to Guide Inquiry** 1. What cultural, military and economic agreements does Canada have with other governments?	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by paraphrasing an issue pertinent to Canada's involvement in the global community of nations.* 2. Establish research questions and procedures by selecting appropriate resources for research, using a periodical index, subject index, and/or vertical file. 3. Gather and organize data by reading and interpreting a variety of print material, including maps, graphs, and other statistics. 4. Analyze and evaluate data by examining arguments to determine whether or not supporting evidence is reliable (judge for currency, objectivity and clarity). 5. Synthesize data by developing generalizations that will help to resolve the issue. 6. *Resolve the issue by choosing a solution based on its consequences for national self-interest and global concern.*

— *After identifying various alternative policies on a particular question (along a continuum of national self-interest/global concern), what are the most likely consequences of each alternative for Canadians and for others?*

2. In moral reasoning, by assessing each alternative in terms of the Universal Consequences Test.
   — *What would you imagine the consequences to be if all nations adopted each alternative policy under study? Which alternative is the most acceptable when applying this test?*

3. **Develop Attitudes**
   1. Of empathy towards others, by demonstrating an awareness of the contributions made by people from other nations to Canadian society.
   2. Of positive self-concept as a responsible citizen, by thinking and acting to improve Canadian relationships with other nations.

2. What are the general influences of the following on Canada's foreign policy:
   — geographic location?
   — economic ties?
   — cultural similarities?
   — political ideology?
3. How did the following influence the development of an independent foreign policy for Canada:
   — membership in the League of Nations?
   — Statute of Westminster?
   — Membership in NATO?
4. How does Canada's membership in the Commonwealth and the United Nations affect her foreign policy?
5. How do individuals and special interest groups influence Canada's foreign policies?
6. What are the purported advantages and disadvantages of foreign investment in Canada?
7. What impacts have Canada's foreign policies had on individuals and groups in our society?

7. *Apply the decision by creating a plan of action to implement the chosen solution.*
8. *Evaluate the plan of action as a solution to the issue, using the Universal Consequences Test.*

2. **Develop Participation Skills**
   1. Communicate effectively by developing, through group consensus, a foreign policy statement acknowledging both national self-interest and global concern.
   2. *Interpret the ideas and feelings of others during a simulation of an international dialogue over a sporting or cultural exchange.*
   3. *Participate in group decision-making by limiting disagreements to ideas rather than people, and avoiding loaded words and negative body language in communication with other group members.*
   4. *Contribute to a "sense of community" by recognizing the contributions made by others to the resolution of the issue.*

GRADE ELEVEN
GLOBAL ISSUES

TOPIC A: PATTERNS OF CHANGE: CASE STUDIES FROM THE PAST

In this topic, students develop and apply a model for examining the phenomena of social change. Students will inquire into the nature of change: causes of change, resistance to change, strategies for change, and consequences of change.

This model should be developed through study of three episodes in European history: the Renaissance, the Reformation, and the French Revolution. Additional case studies may be drawn from the following: Growth of Parliament, Scientific Revolution, and the Growth of Nationalism.

Competing Values and Social Issue

Tradition/Progress Through Change
To what extent should traditions be preserved in the face of pressuros for change?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify actions people have taken to resist change and actions that others have taken to promote change. — *What historical events demonstrate that people sometimes change in support of traditions that they value? What events demonstrate that people sometimes encourage change and discard traditional ways of doing things?* 2. Identify values incorporated into political, economic, and social institutions that restrict or enhance change. — *What values are reflected in the ways in which dominant political, economic or social institutions are organized and operated? Do different types of institutions reflect different types of values? What values are reflected in efforts to change such institutions? Are some institutions more change-oriented than others?*	**1. Generalization** In any society there is ongoing dynamic tension involving the forces of tradition and change. Depending on the perception of the observer, change may signify "progress" or "decline". **2. Concepts** 1. Rationalism 2. Secularism 3. Faith 4. Evolution 5. Revolution 6. Progress 7. Human welfare **3. Questions to Guide Inquiry** 1. General Nature of Social Change — What aspects of society (e.g., intellectual, religious, political, economic, etc.) tend to provide continuity and stability?	**1. Develop Inquiry Skills** 1. Focus on the issue by defining the meaning of the terms "tradition" and "change", and providing both personal and contemporary societal examples. 2. *Formulate a research model by constructing a comprehensive set of questions for application to selected historical case studies of social change.* 3. Gather and organize data by — reading and interpreting primary source documents relevant to the study. — recording, on a data retrieval chart, answers to the research questions for each case study. 4. Analyze and evaluate data by — inferring the reasons for varying perspectives on the need for change in historical case studies. — classifying information into categories selected as appropriate for each of the research questions.

80

2. Develop Competencies

1. In value analysis, by assessing the effects of change on the dominance of particular values.
   - — *What effect did the Renaissance have on belief in the role of authority as opposed to belief in the role of science?*
2. In decision-making, by choosing a personal position on the worth and importance of preserving tradition or encouraging change, and by defending that position.
   - — *After examining a variety of relevant case studies, what is your personal position on the extent to which traditions should be preserved in the face of pressure for change? In which contexts might it be inappropriate?*
3. In moral reasoning, by reflecting on the motives of individuals who have led movements to enhance or restrict change.

3. Develop Attitudes

1. Of respect for evidence, by demonstrating a desire to examine historical evidence and the thoughts of social thinkers prior to making personal decisions about preserving traditions or encouraging change.
2. Of tentativeness of interpretations, by recognizing the limitations of contemporary analysis of historical phenomena.

- — What are some major forces of change?
- — What factors tend to affect the mode and rate of change?
- — How do class, status, and power affect attitudes toward change?
- — To what extent, and in what ways, has Canada been influenced by the values of Western European history?

2. The Renaissance
   - — What was the Renaissance? What was its geographic and historical setting?
   - — What changes took place in institutions like the following during the Renaissance: the Arts (art, architecture, literature, music), government, education, economics?
   - — Who were the significant individuals of the Renaissance in social and political thought, in art, in exploration, and in science? What were their major contributions to Western society?
   - — What values were emphasized during the Renaissance? How did these values contribute to the process of change?
3. Protestant Reformation
   - — What were the political, economic, social and religious causes of the Reformation?
   - — What was the nature of Luther's contribution to the Reformation?
   - — What reforms took place within the Church to counter the appeal of the Protestant revolt?
   - — What were some immediate and long term results of the Reformation?
4. The French Revolution
   - — What were the underlying causes of the French Revolution?
   - — What philosophies provided a rationale for political change during the French Revolution?
   - — What lasting changes were brought about in France's political and social structure?
5. Synthesize data by
   - — formulating generalizations and writing an essay on the relationship between tradition and change in historical case studies.
6. *Resolve the issue by writing an editorial to reflect one's personal position on the extent to which traditions should be preserved in the face of pressure for change.*
7. *Apply the decision by testing one's personal position (developed through historical case studies) against a contemporary dilemma involving conflict between the competing values of tradition and change.*
8. Evaluate the process of inquiry by considering whether the evidence examined is sufficient to warrant generalizations about the nature and effects of change in futuristic contexts.

2. Develop Participation Skills

1. Communicate effectively by writing an editorial in which the point of view is clearly and persuasively expressed. The editorial must be well introduced, logically developed and concluded with impact.
2. *Interpret ideas and feelings of self and others by inferring definitions of human dignity that appear to be employed by proponents of varying degrees of tradition and change.*
3. Contribute to group work by participating in a class discussion to develop a consensus on a comprehensive set of questions for studying social change.
4. *Contribute to a "sense of community" by assisting other students in completing a group project.*

GRADE ELEVEN
GLOBAL ISSUES

TOPIC B: GLOBAL PROBLEMS OF POPULATION AND RESOURCE DISTRIBUTION

In this topic, students examine global problems of population and inadequate resource distribution. Inquiries should focus on population patterns and other factors affecting technological development, like food supplies, natural resources, energy and the environment. While the issue should be examined from a global perspective, it will also be beneficial to study contrasting examples of population problems and resource use in countries such as West Germany, Japan, China, India, Eastern Europe, Latin America (including Cuba and Mexico), and selected Arab states. This study should culminate in judgments as to how Canadians should contribute to worldwide improvements in the distribution and utilization of scarce resources.

Competing Values and Social Issue

Global Welfare/National Prosperity
In the light of global imbalances, to what extent should the levels of economic activity (in both more developed and less developed nations) be changed?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify values which are in conflict with the value of global welfare. — *Given current disparities in the distribution of wealth within and between countries, which values appear to be in competition with global welfare?* 2. Define global welfare and national prosperity from the perspectives of countries at various stages of development. — *How are the concepts of global welfare and national prosperity defined in different national contexts? Is there a relationship between such definitions and how people see the need for technological development?* **2. Develop Competencies** 1. In value analysis, by comparing alternative solutions to global disparities from the perspectives of groups who would be the most adversely affected by each alternative.	**1. Generalization** The world is characterized by problems of overpopulation and inadequate resource distribution. Although these disparities are a central issue in international politics, no simple generally applicable solutions are known at the present time. **2. Concepts** 1. Scarcity 2. Disparity in production and distribution 3. Development 4. Culture of poverty 5. Population control 6. Prosperity **3. Questions to Guide Inquiry** 1. What are the disparities in the distribution and utilization of resources within and among countries?	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying ways that global welfare and national prosperity can be regarded as conflicting values which underlie problems of population and inadequate resource distribution.* 2. Establish research procedures by identifying individually the types of data needed for, and the range of sources appropriate to, research into the social issue. 3. Gather and organize data by — paraphrasing major arguments from current source materials. — reading and interpreting statistics from tables, maps, graphs and diagrams. — constructing tables, maps, graphs and diagrams as necessary to illustrate relationships between statistical data and the social issue. 4. Analyze and evaluate data by — explaining discrepancies in viewpoints, positions, and arguments in print materials. — discriminating relevant from irrelevant statistical data.

— *What groups would be most significantly affected by each alternative solution? Using the Role Exchange Test, attempt to describe the circumstances of the most adversely affected group. Comment on the consequences of the "solution" for this group.*

— *Which alternative solutions would you be prepared to accept or reject in light of the consequences to the most adversely affected group?*

2. In decision-making, by selecting from a list of possible solutions the one that is most acceptable in terms of "the greatest good for the greatest number".

— *For each solution, would the favourable consequences outweigh the unfavourable consequences if that solution were adopted globally? Which solution has the best balance of favourable over unfavourable consequences?*

3. Develop Attitudes

1. Of empathy towards others, by demonstrating a sympathetic understanding of different perspectives on global problems.
2. Of sensitivity as a responsible citizen, by recognizing relationships between one's own behaviour and the global distribution of wealth.

2. How do the following factors affect the production and distribution of wealth:
   — food production?
   — population growth?
   — technology?
   — geography?
   — education?
   — tradition?
3. What major efforts are currently underway to redress global disparities, and how effective are they?
4. What are the implications, for future world stability, of significant disparities in the wealth of nations? What perspectives are reflected in the writings of major contemporary theorists?
5. What are the interrelationships between culture and development?
6. What alternative patterns of resource use by Canadians have been suggested?

— recognizing basic techniques for using and misusing information (e.g., compressing or expanding intervals, omissions of data, biased sampling, inappropriate use of averages, spurious precision).

5. Synthesize data by
   — stating in writing the relationship of causes and effects to the social issue.
   — deducing logical conclusions from the statistical data.
6. Resolve the issue by comparing alternative solutions to global problems.
7. Apply the decision by
   — preparing a plan of action which reflects the students' solution to the issue, and which addresses itself to desirability and feasibility.
8. *Evaluate the plan of action by judging the worth of the predicted consequences of the plan, using the Universal Consequences Test.*

2. Develop Participation Skills

1. *Communicate effectively by presenting a Canadian plan of action in class, and responding to questions at the close of the formal presentation.*
2. Interpret ideas and feelings of self and others by assessing the validity of oral presentations in terms of basic persuasive techniques (bandwagon, testimonial, glittering generality, appeals to fear, hate and prejudice, plain folks), logical fallacies, hasty generalizations, false analogies, ignoring or begging the question, misuse of statistics, distortion, selective omissions and quoting out of context. (**Note**: See English 20 Curriculum Guide — Listening Skills)
3. *Participate in group work and decision-making by summarizing the main points in an oral presentation.*
4. Contribute to a "sense of community" by assisting in a group project to raise awareness of the relationship of the human condition to human dignity in specific global situations.

GRADE TWELVE
GLOBAL ISSUES

TOPIC A: POLITICAL AND ECONOMIC SYSTEMS

This topic is designed to encourage students to investigate the values, principles and characteristics of the world's major political and economic systems. The analysis of political systems should include consideration of ideology, power, decision-making, leadership and the role of the citizen. The analysis of economic systems should include examination of how answers are obtained to the questions of what to produce, how to produce it, and ways that the benefits of production are distributed. Relationships between theory and practice should be clarified. Students should develop a sense of how they can contribute to political and economic decisions in Canada. Political systems selected for study should include both autocratic and democratic examples; economic systems should include market, centrally planned and mixed economies.

Competing Values and Social Issue

1. **Political Systems** — Individual Freedom/State Control
   To what extent should political systems allow for individual freedom or emphasize state control?
2. **Economic Systems** — Individual Welfare/Collective Good
   To what extent should economic systems allow for individual welfare or emphasize the collective good?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify the extent to which the competing values of individualism and collectivism are reflected in major political and economic systems. — *To what extent are the values of individualism and collectivism reflected in each of the major political and economic systems? How do various political and economic systems seek to balance these competing values?* 2. Define the meanings given to the terms individualism and collectivism in a variety of political and economic systems. **2. Develop Competencies** 1. In decision-making, by examining the desirability and feasibility of modifying Canada's political and economic systems according to a personal value position.	**1. Generalization** Political and economic systems differ according to the relative value placed on individual and collective welfare, and according to the means chosen to satisfy individual and collective wants and needs. **2. Concepts** 1. Ideology 2. Power 3. Citizenship 4. Leadership 5. Decision-making 6. Individualism 7. Collectivism **3. Questions to Guide Inquiry** 1. What are the characteristics of the major political ideologies and systems in the world today? How does each attempt to resolve the issue of individual and collective welfare?	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying, through class discussion, the extent to which individual welfare and collective good appear to be emphasized in a variety of economic and political systems.* 2. Formulate a comprehensive set of research questions designed to identify and differentiate the central characteristics of major political and economic systems. 3. Gather and organize data by — reading historical and contemporary documents relating to political and economic systems and their value bases. — developing, administering, compiling, and reporting the results of a survey (under teacher guidance) designed to identify the political and economic perspectives of voluntary, anonymous respondents. — recording data obtained from the survey and from other data sources on a chart, diagram, or graph. 4. Analyze and evaluate data by — determining symbolism used and the

— *As a result of your study of a variety of political and economic systems, and based on your value position in issues involving individual welfare and collective good, how desirable is it to modify Canada's political and economic systems? How feasible?*

2. In moral reasoning, by testing one's value positions for consistency in a number of situations. (New Cases Test and Subsumption Test)
   — *Is there a conflict between your value positions from one situation to another? If there is, which do you consider the higher-order principle? With this principle in mind, are you satisfied with your decision?*

3. **Develop Attitudes**

   Of respect for evidence, by demonstrating a willingness to regard one's own position as tentative and testable.

2. What are the characteristics of the major economic ideologies and systems in the world today? How does each attempt to resolve the issue of individual welfare and collective welfare?
3. What are the distinctive processes by which political and economic decisions are made in differing systems of government? What are the means by which individuals or groups protect their interests and/or effect change within differing types of political or economic systems?
4. How have major economic systems changed since World War II? What have been the major effects of multinational corporations?
5. How have internal forces created changes in the major political systems since World War II? (e.g., Watergate Scandal, collectivization of agriculture in U.S.S.R., unemployment, dissident and protest movements.)
6. What are the ideological principles that underlie the political and economic systems of Canada? What changes have occurred in political and economic ideology in Canada since World War II? (Consider medicare, social security, long-term planning.)
7. What range of alternatives is available to individuals to influence the political and economic systems of Canada?

points of view expressed in political cartoons and writings.
   — comparing and contrasting ideas expressed by various authors about political and economic systems.

5. Synthesize data by
   — developing, in writing, one's own definitions of individualism and collectivism, supported by critical reference to the political and economic systems studied.
   — developing, in writing, a generalization about key variables which differentiate political and economic systems.
6. Resolve the issue by writing a well-developed essay, complete with footnotes and bibliography, in which one's conclusions about political and economic systems are clearly stated.
7. Apply the decision by concluding the essay with a section on the desirability and feasibility of modifying Canada's political and economic systems.
8. Evaluate the decision, through class discussion, by considering whether the evidence on a variety of political and economic systems has had any effect on one's position.

2. Develop Participation Skills

1. *Communicate effectively in an oral presentation of the results of a political survey activity.*
2. Interpret the ideas and feelings of self and others by role-playing hypothetical situations of what it might be like to be citizens in various political and economic systems.
3. *Participate in group decision-making by determining the desirability and feasibility of modifying Canada's political and economic systems.*
4. Contribute to a "sense of community" by sharing with class members one's thoughts and feelings about the impact of the unit on one's value position.

GRADE TWELVE
GLOBAL ISSUES

TOPIC B: CO-OPERATION AND CONFLICT AMONG STATES

In this topic, students should examine the concepts of co-operation and conflict among states in the 20th century. A wide range of international relationships should be investigated. Examples of both co-operation and conflict should be analyzed; international relations both inside and outside of formal organizations should be investigated. Canada's role in these relationships during the 20th century should be given attention.

Competing Values and Social Issue

Nationalism/Internationalism
Should nations set aside national goals and ideals in the interests of international harmony?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify feelings and beliefs that may give rise to nationalism and internationalism. — *What goals are characteristic of nationalism and internationalism in the 20th century?* — *What attitudes form a basis for internationalism and nationalism in the 20 century?* — *What alternative views are there of the values of nationalism and internationalism in resolving differences among states?* **2. Develop Competencies** 1. In value analysis, by identifying the consequences of actions intended to advance nationalism and internationalism. — *What are the probable results of some policies identifiable as nationalistic?* — *What are the probable results of some policies intended to strengthen international involvement?*	**1. Generalization** Traditionally, nations have been prepared to use whatever means available to protect their territorial, political and other economic interests and to ensure the protection of national ideals. Anxiety about survival, and a growing awareness of human rights, are causing increasing concern for the welfare of all mankind. **2. Concepts** 1. Balance of power 2. Co-existence, co-operation, conflict 3. Sovereignty 4. Territoriality 5. Imperialism 6. Detente 7. Supranationalism	**1. Develop Inquiry Skills** 1. Focus on the issue by examining various examples of co-operation and conflict and relating them to goals of nationalism and internationalism in the 20th century. 2. *Formulate research questions to guide in gathering appropriate data for investigating the relationship between nationalism and internationalism in the 20th century.* 3. Gather and organize data by — reading and interpreting historical materials (primary and secondary) from a variety of sources and formats. — recording, in outline form, the main and supporting ideas in each data source examined. 4. Analyze and evaluate data by assessing the validity of each data source examined in terms of bias and fallacious arguments. 5. Synthesize data by — formulating conclusions about the respective importance of nationalism and internationalism in various episodes in the 20th century.

2. In moral reasoning, by distinguishing between different types of arguments given in defense of nationalism and internationalism.
   - — *What reasons are given in defence of actions taken by various nations? Can these reasons be classified into categories like the following:*
     - *moral (e.g., just, fair, egalitarian, empathetic)?*
     - prudential (e.g., wise, smart, shrewd, clever)?
     - *economic (e.g., cheap, useful, efficient, functional, practical)?*
     - *political (e.g., power, authority, control)?*
     - *religious?*
     - *other?*
   - — *Do moral considerations ever predominate in international relationships? Should they? (Use the Subsumption Test.)*

3. Develop Attitudes

1. Of self-worth, by accepting personal responsibility in developing a group solution to a specific current issue in international politics.
   - — *What is your personal position on the respective importance of nationalism and internationalism in a particular situation? What solution would you recommend for that specific situation? How can your personal position contribute to a group resolution of the issue? Should citizens undertake to act in accord with their considered positions? Which types of reasons (moral, prudential, etc.) should be regarded as most important in deciding whether or not to act?*
2. Of appreciation for the efforts of nations to find constructive ways of resolving international differences.

3. Questions to Guide Inquiry

1. What have been the major causes of international conflicts in the 20th century?
2. What have been the political effects and social consequences of international conflicts in the 20th century?
3. By what means have nations tried to co-operate? With what success? (e.g., League of Nations, U.N., NATO, GATT, EEC, SALT, Helsinki Accords)
4. How have international relations been affected by the following:
   - — one state's judgment of another's motives?
   - — the direction of leadership?
   - — the geographic location of nations?
   - — size of population?
   - — the capability of producing nuclear weapons?
   - — the control of energy and staple supplies?
   - — environmental concerns?
   - — historical relationships?
   - — the ideology of ultranationalism?
5. Which aspects of Canada's present foreign policy can be considered to be nationalistic? Which aspects imply a belief in internationalism?
   - — formulating generalizations about the relationships between nationalism and internationalism.
6. *Resolve the issue by predicting the effects of nationalism and internationalism on selected contemporary situations and choosing the action judged most acceptable in terms of one's own value position.*
7. *Apply the decision by*
   - — *preparing a written plan of action to include specific recommendations consistent with one's position on the social issue.*
   - — *presenting the plan of action orally from outline notes and defending the plan under cross-examination.*
8. *Evaluate the inquiry process in terms of the adequacy of the questions, and strengths and weaknesses of procedures used.*

2. Develop Participation Skills

1. Communicate effectively by submitting a written plan of action for relieving international tensions. The plan should include a clear and appropriate statement of the topic, evidence of the student's own thinking and critical judgments, an introduction that focuses attention on the topic, effective and logical development of ideas, and a conclusion that makes a positive contribution to the paper.
2. *Interpret ideas and feelings of self and others by restating a fellow student's argument such that he/she agrees that you presented the position accurately.*
3. Participate in group work and decision-making by
   - — negotiating to persuade other students to adopt one's plan of action.
   - — bargaining with others to achieve a plan of action acceptable to the group.
4. Contribute to a "sense of community" by bargaining in good faith toward a consensual plan of action.